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ABSTRACT

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in Washington State as a result of programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, PL 101-392. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders in correctional institutions; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics; and (12) career guidance and counseling. Two tables contain secondary and postsecondary enrollment statistics by program area and by sex. (KC)

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ED 385 721

WASHINGTON STATE

VOCATIONAL EDUCATION

ANNUAL PERFORMANCE REPORT

Program Year 1994

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ANNUAL PERFORMANCE REPORT FOR THE VOCATIONAL EDUCATION STATE-ADMINISTERED PROGRAM UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

INTRODUCTION

The Washington Workforce Training and Education Coordinating Board (WTECB) hereby submits its report of results and accomplishments achieved under the 1992-94 Washington State Three-Year Plan for Vocational Education during program year 1994 (July 1, 1993-June 30, 1994). This report is authorized by the Education Department General Administration Regulations (EDGAR) 34 CFR 80.40 and Rules and Regulations, Section 440.10, Volume 57, Number 158.

The report describes the progress Washington State has made in achieving goals and objectives outlined in the Three-Year State Plan for Titles I, II, and III of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392). Results are described with narrative and data for the following:

I. Performance Standards and Core Measures

II. Secondary, Postsecondary/Adult Occupational Programs, Services, and Activities

III. Single Parents, Displaced Homemakers, and Single Pregnant Women

IV. Sex Equity Programs

V. Criminal Offenders

VI. Special Populations

- Disabled Persons
- Limited-English Proficient
- Disadvantaged Persons

VII. State Leadership and Professional Development

VIII. Community-Based Organizations

IX. Consumer and Homemaking Education

X. TECH PREP

XI. Integrating Applied Academics

XII. Career Guidance and Counseling

The Workforce Training and Education Coordinating Board published High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education in September 1994. The Plan is the product of a thorough and collaborative process that drew from students, workers, employers, unions, training and eudcation providers, community organizations, and government agencies.

The Plan has three overarching goals:

- Ensuring that the people of Washington will succeed in an economy that requires higher levels of skill and knowledge;
- Ensuring that all Washington residents have opportunities to learn and to advance in their chosen field of work throughout their lifetimes, and
- Changing the way we learn and teach, so that all training and education programs are customer-driven, competency-based, and focused on achieving results.

Action steps will be developed to provide opportunity for further policy development in the use of resources, both state and federal, in order to reach these goals.

It is anticipated that the Plan will significantly impact the statewide goals and objectives listed below and that, in the future, the narrative portions of this report will reflect the results of these changes.

STATEWIDE GOALS AND OBJECTIVES

In April 1993, the Workforce Training and Education Coordinating Board (WTECB) adopted two statewide priorities (School-to-Work Transition and Technical Training) for Perkins funds. These two priorities reflect the Board's high level of interest in developing a statewide system of school-to-work transition. WTECB staff time and resources have focused on these priorities and on continued development of business/labor partnerships and One-Stop/Integrated Service programs.

In addition to the two statewide priorities established by WTECB, the following goals and objectives for Washington State's vocational-technical education programs and services are intended to offer guidance to state- and local-level vocational educators, and to assist and support public and private providers of vocational education in their development and accomplishment of local vocational goals as determined by the local planning process.

GOAL 1: PROVIDE HIGH-QUALITY VOCATIONAL EDUCATION PROGRAMS AND SERVICES

Objectives:

a. Assure that students completing vocational education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.

b. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.

c. Establish and regularly review standards for all vocational education programs.

d. Evaluate vocational programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.

e. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the needs of families, communities, business, and industry.

f. Provide facilities, equipment, and instructional programs which meet the needs of a changing workplace.

g. Revise or discontinue those programs that no longer meet the needs of students, business, labor, industry, and/or the community.

h. Provide qualified instructors and administrators for vocational education based on relevant certification standards.

i. Develop and utilize competency-based curricula for vocational education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

a. Facilitate cooperation between public and private sector entities.

b. Establish new vocational programs based on existing and projected employment needs/demands and entrepreneurial opportunities.

c. Respond to the unique and immediate needs of workers dislocated in significant company layoffs and plant closures by offering specialized vocational education services.

d. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth and adults in economically depressed areas.

e. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.

f. Strengthen management skills for those seeking employment in worker owned and managed businesses.

g. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

a. Provide vocational programs, services, and activities that are free from racial, socio-

economic, age, ethnic or sex bias, discrimination, or stereotyping.

b. Provide access to barrier-free vocational education programs.

c. Actively recruit under-represented groups to all aspects of vocational education.

d. Provide supportive services which promote entrance and success in vocational programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

a. Involve business, industry, agriculture, labor, and other governmental and educational agencies in the planning processes at the state and local levels to ensure the establishment of delivery objectives and budget priorities.

b. Identify instructional areas/programs based on demand, placements, training needs, program costs, and follow-up.

c. Utilize local, regional, state, national, and global employment data, trends, and advisory committees/organizations in identifying program offerings.

GOAL 5: PROMOTE AND MARKET VOCATIONAL EDUCATION

Objectives:

a. Increase public awareness, understanding, and acceptance of vocational education.

b. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry representatives, and other decision-makers from state and local arenas in vocational education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

a. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.

b. Provide instruction in job search, job retention, and job change skills and further educational pursuits.

c. Assure that vocational education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic, interpersonal, and job-specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

a. Increase the expertise of vocational personnel through preservice, inservice, upgrading, and retraining opportunities.

b. Provide methods for vocational educators to return to business and industry to update their knowledge, skills, and attitudes.

GOAL 8: ASSURE EFFECTIVE LOCAL PROGRAM ADVISORY COMMITTEES

Objectives:

a. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.

b. Provide inservice training opportunities for local advisory committee members.

c. Provide inservice training for administrators and vocational instructors regarding the effective use of advisory committees.

Progress made against the goals and objectives listed above is described as part of the narrative portion of this report.

I. PERFORMANCE STANDARDS AND CORE MEASURES

A. Progress Made in Developing, Articulating, and Implementing the Statewide System of Performance Standards and Measures

Following the passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Workforce Training and Education Coordinating Board (WTECB) appointed a statewide Committee of Practitioners. WTECB also appointed an ad hoc work group to assist the Committee of Practitioners. This working group consisted of state and local vocational administrators and business and labor representatives. Separate standards and measures were developed for secondary and postsecondary delivery systems. Separate standards and measures were developed for offenders programs.

Secondary Core Standards and Measures (CS&M) were developed and refined by the committee of Practitioners and approved by the Workforce Training and Education Coordinating Board. An implementation committee was formed at the secondary level to determine the best method of implementing the Core Standards and Measures at the district level in order to assess the individual programs. Each standard that was developed has several indicators that were used by the target groups that were selected for assessing the particular program to ensure that it was meeting the standards. If the data generated in response to the assessment process indicated that a particular standard or measure was not being met a program improvement plan was developed and it was indicated on the district-wide plan that was sent to OSPI. The instructor, in conjunction with the craft advisory committee updated and revised the course curriculum and daily lesson plans to ensure that the improvement plan was addressed throughout the 1993-94 school year. Each program area implemented the improvement plan during the 1993-94 school year.

The advisory committees were asked to assess and track the specific activities that were included into the curriculum and daily lesson plans to ensure that progress would be made in the measures that were targeted for improvement. An assessment will be completed and returned to OSPI during the 1994-95 school year to ensure that improvement is made on the targeted measures.

The implementation committee made significant effort to assure that vocational administrators and directors were involved in several inservice opportunities to learn about the CS&M and the state-developed instrument that could be used to assess vocational programs. Four CS&M inservice programs have been identified:

- 1994 Spring Vocational Directors' Conference
- 1994 Summer Vocational Conference
- 1994 Fall Vocational Conference
- 1994 New & Beginning Vocational Directors' Workshop (one in Olympia; one in Spokane)
- Several regional Workshops in the Fall of 1993

Information about the progress of the Committee of Practitioners was shared with postsecondary vocational directors at Vocational-Technical Council (VTC) meetings. Each college campus was represented by a vocational director at these meetings. This ensured that those individuals responsible for implementing the Core Standards and Measures would have some ownership in the process. Each of the colleges will provide required evaluative information about the Core Standards and Measures annually to SBCTC.

Secondary and postsecondary standards and measures were modified slightly for offenders' programs by the Carl Perkins Corrections Alliance (CPCA). CPCA is responsible for development of a multi-agency collaborative effort for cost-effective sharing of programs and resources to deliver vocational training and employability opportunities for offenders of all ages throughout the state. The standards apply to all funded projects including those that provide direct and indirect employability services to clients who may have multiple barriers including irregular work histories; lack of education and basic skills; limited vocational and employment skills; and, criminal records.

B. Coordination Procedure(s) for Using Existing Resources and Methods from Other Agencies with Vocational-Technical Education

The Workforce Training and Education Coordinating Board is involved in the coordination of those agencies participating in workforce preparation activities including vocational-technical education and training. WTECB Board members include representatives from the Office of the Superintendent of Public Instruction (OSPI), State Board for Community and Technical Colleges (SBCTC), Employment Security Department (ES), business, labor, and targeted populations.

Staff from SBCTC serve on several workforce-related committees, such as: Job Skills Program (JSP), State Job Training Coordinating Council, JOBS Advisory Board, Governor's Council on School-to-Work Transition, Education Subcommittee of the State Labor Council, Governor's Small Business Advisory Council, Correction Department's Technical Advisory Group, Licensing Department's Education Advisory Committee for Real Estate Education, Governor's Timber Team, WTECB Interagency Committee, NGA Performance Management Policy Group, NGA Performance Management Technical Group, State TECH PREP Steering Committee, State TECH PREP Advisory Council, Manufacturing Technical Advisory Group, Department of Labor and Industries (Apprenticeship), and the Adult Education Council.

C. Contribution of the Committee of Practitioners to Develop Statewide Standards and Measures

The Committee of Practitioners held meetings to discuss issues related to each of the Core Standards and Measures. Staff from the WTECB took responsibility for staffing the committee and staff from SBCTC and OSPI participated regularly in the meetings of the work groups and the Committee of Practitioners. In 1994, the Committee of Practitioners worked to merge postsecondary standards and measures #4 and #5 into a single, consistent standard for community and technical colleges. WTECB subsequently adopted this change which is presented as Standard 4 on page 11 of this report.

D. Performance Standards and Measures Developed and Used to Assess Vocational-Technical Education Students' Progress

WTECB adopted the following Core Standards and Measures for secondary vocational-technical programs:

Standard 1: Students will demonstrate basic skill competencies, at levels to be determined locally through collaborative efforts with local advisory committees.

Measures: Ability to read, write, and complete basic computations, and the ability to understand and communicate in writing and orally.

Ability to work well with others, which includes human relation skills and multi-cultural sensitivities.

Ability to perform critical thinking, which includes problem solving, decision-making, and ability to organize and prioritize.

Standard 2: Students will demonstrate work maturity skill competencies, at levels to be determined locally through collaborative efforts with local advisory committees.

Measures: Possession of appropriate work ethic, appearance, and attitude toward work performance.

- Ability to lead and to follow appropriately.
- Ability to adapt skills and attitudes to change and life-long learning.
- Ability to manage personal and family life.
- Ability to identify and set education and employment goals.
- Possession of job search skills and knowledge of how to access job identification.

Standard 3: Students will demonstrate entry-level occupational skill competencies, at levels to be determined locally through collaborative efforts with local advisory committees.

Measures: Knowledge of all aspects of the industry being prepared for entry, transitions to work and within the field, safety precautions, and expectations of the world of work.

- Comprehension of technology.
- Skill mastery of specific occupational training.

Standard 4: Students will demonstrate skills that allow them to progress to the next level of education, training, or employment.

Measures: Achievement of educational objectives.

Satisfaction of student, instructor, and employers on all four standards listed above.

Employment and/or enrollment in next level of education.

WTECB also adopted the following four postsecondary Core Standards and Measures:

Standard 1: Students will attain an 80 percent class completion rate for classes that comprise state-approved programs designating student competency with certificates, degrees, lists of competencies, etc. For classes where grades are used as a measure of competency, the standard is 80 percent class completion with a "C" grade or better.

Measure: Class completion rates for students during their second academic period (e.g., quarter or semester) of enrollment.

Standard 2: By the completion of academic year 1994-95, 100 percent of state-approved postsecondary vocational-technical programs will have descriptions for program completer proficiencies. This list of proficiencies is to include skill levels that program completers are to attain in: (1) communication; (2) computation; (3) human relations; and (4) occupationally-specific skills.

Measure: Proficiency levels for program completers (often referred to as "student outcomes").

Standard 3: Students will attain an 80 percent placement rate.

Measure: Placement rates for program completers.

Placement includes:

a. Percent employed.

b. Percent employed in jobs related to training.

c. Percent in further education or training.

d. Percent in the military or other services, such as the Peace Corps.

Standards 4 and 5 for postsecondary institutions in the state of Washington were modified and approved by the Committee of Practitioners and the Workforce Training and Education Coordinating Board for use during 1993-94. The two original Standards (4 and 5) were combined so that they would apply to the community and technical colleges. The new language reads as follows:

Standard 4: Equal access for special population students to vocational-technical programs at a 100 percent level as defined below:

Measure: The percentage of each special population group of students enrolled in approved vocational-technical programs compared to the base year of 1992.

Example: If the percentage of students with disabilities in preparatory, supplemental, and apprenticeship programs for school year 1992 was 5.0 percent for a given college, then in the school year being tested the college would be expected to maintain a 5.0 percent level of involvement by students with disabilities.

Note: Special population students include individuals with disabilities, those who are educationally disadvantaged, economically disadvantaged, and/or individuals with limited English proficiency.

The Core Standards and Measures document, including the revised standard 4, have been given to each of the colleges and the vocational administrators have been advised in writing that these standards would be used during the 1993-94 academic year and that the plan for improvement prescribed in the Perkins Act will be applied for those standards not attained.

WTECB adopted the following Core Standards and Measures for offenders' programs administered through the Carl Perkins Corrections Alliance:

Standard 1: Projects will demonstrate increased offender employability opportunities.

Measures: Compliance with this standard can be demonstrated by, but not limited to, the following:

a. New or expanded programs.

b. New or expanded curricula.

c. Additional program slots.

d. Replication of successful programs.

e. Greater employment placement rates.

f. Enhanced staff ability to deliver employability services.

g. Expanded staff ability to deliver employability services.

Standard 2: Projects will demonstrate that correctional special needs populations will have increased services leading to employability.

Measures: Compliance with this standard can be demonstrated by, but not limited to, the following:

a. New, adopted, or expanded programs/services.

b. Additional participant slots in existing programs.

c. New or adopted, specially targeted curricula.

d. Enhanced staff ability to meet the unique needs of special populations.

e. Removal of barriers to program participation.

Standard 3: Projects will demonstrate, through interagency collaboration, the maximum utilization of existing federal, state, and local resources.

Measures: Compliance with this standard can be demonstrated by, but not limited to, the following:

a. Expanded linkages and/or interagency agreements.

b. Expanded information sharing.

c. Joint program ventures.

d. Resource sharing, e.g., equipment, curricula, staff, and staff development.

e. Expanded involvement from business, industry, and community volunteers.

Standard 4: Projects will demonstrate participants' achievement of occupationally relevant basic skills competencies at levels established by the delivery agency, considering participants' needs, abilities, and prior histories.

Measures: Participants will be able to:

a. Read, write, communicate orally, and complete basic computations.

b. Work well with others including human relations skills and multi-cultural sensitivities.

c. Think critically, including problem solving, listening effectively, decision making, organizing, and prioritizing.

Standard 5: Projects will demonstrate participants' achievement of work maturity skill competencies at levels established by the delivery agency, considering participants' needs, abilities, and prior histories.

Measures: Participants will demonstrate:

a. Appropriate work ethic, appearance, and work performance attitudes.

b. Ability to lead, follow directions, accept responsibility, ask questions to clarify tasks, and work as a team member.

c. Ability to solve problems.

d. Ability to complete tasks in an effective and timely manner.

e. Ability to learn, change, adapt, and understand employer expectations.

Standard 6: Projects will demonstrate participants' achievement of pre-employment competencies at levels established by the delivery agency, considering participants' needs, abilities, and prior histories.

Measures: Participants will demonstrate:

a. Knowledge of career options, requisite skills, and abilities.

b. Job search skills, labor market knowledge, and ability to apply information to employment opportunities.

c. Ability to identify (and set) educational and employment goals.

d. Ability to identify personal strengths, interests, and aptitudes.

Standard 7: Projects will demonstrate participants' achievement of entry-level occupational skill competencies at levels established by the delivery agency, considering participants' needs, abilities, and prior histories.

Measures: Participants will demonstrate:

a. Knowledge of the chosen occupation, safety precautions, work expectation, and the changing nature of work in the chosen occupation.

b. Comprehension of technology.

c. Acquisition of skill mastery in specific occupational training.

Standard 8: Projects will demonstrate participants' achievement of life skills competencies at levels established by the delivery agency, considering participants' needs, abilities, and prior histories.

Measures: Participants will demonstrate:

a. Ability to manage personal and family life including budgeting.

b. Ability to manage unstructured time with appropriate leisure time activities.

c. Ability to find and secure adequate housing, transportation, and community resources.

d. Ability to problem solve and create options related to real life transitions, e.g., institution to institution.

e. Ability to set, attain, and arrange personal and family economic goals.

E. Percentage of LEAs Implementing Statewide Performance Standards and Percentage of LEAs Meeting These Standards

At the secondary level, each LEA was required to assess their vocational-technical education programs using the Core Standards and Measures. The results of the evaluation were used to develop a program improvement plan and the program improvement plan was included as part of the district-wide plan that was sent to OSPI. Approximately 200 of the 240 school districts offering vocational-technical education programs in Washington State used the state generated Core Standards and Measures Profile form. Over 62,000 forms were sent to the LEAs for the purpose of evaluating the vocational-technical education programs using the Core Standards and Measures Profile form as the evaluative instrument.

Ongoing technical assistance has been provided to LEAs by OSPI, Council on Vocational Education (COVE), and the Workforce Training and Education Coordinating Board (WTECB). OSPI staff has been involved in on-site technical assistance as well as responding to numerous phone calls and written correspondence to clarify and provide vocational directors, staff, students, and advisory committee members information regarding the process for evaluating vocational-technical education programs using the Core Standards and Measures Profile form and developing program improvement plans.

All 32 community and technical colleges implemented and met all of the statewide standards and measures for postsecondary institutions except for Standard 4.

Core Standard 1 measures the class completion rate for job preparation students in vocational programs. The standard was 80 percent completion with a grade of "C" or better. The average for all of the community and technical colleges was 87 percent with no college failing to meet the standard.

Core Standard 2 sought to measure whether vocational programs had descriptions for program completer proficiencies in the following areas, by the completion of the 1994-95 academic year:

1. Communication
2. Computation
3. Human relations
4. Occupational-specific skills

The standard is to have 100 percent of the programs with proficiency levels described. SBCTC staff have been monitoring the progress of the community and technical colleges toward Standard 2 and have been providing technical assistance for colleges having difficulty describing or assessing proficiency levels.

Core Standard 3 measures the placement rate for program completers. The standard was to attain an 80 percent placement rate. Of the 32 colleges (27 community colleges and 5 technical colleges), all exceeded the standard (range of 85 percent - 96 percent and a mean of 91 percent). Of those employed, 85 percent were placed in training-related industries and 6 percent were in further education or training.

Core Standard 4 measures whether special population students had access to vocational preparatory programs at colleges. Of the 29 colleges reporting (27 community colleges and 2 technical colleges), the results are as follows:

1. limited English proficiency -- 23
2. educationally disadvantaged -- 16
3. economically disadvantaged -- 21
4. individuals with disabilities -- 23

SBCTC staff will be requesting a "plan for improvement" from each of the community and technical colleges failing to exceed the standards.

All offender projects receiving funds through the Carl Perkins Corrections Alliance are required to meet the corrections education standards and measures listed above.

F. Methods Used to Assist LEAs in Developing and Implementing Statewide Performance Standards

In 1993-94 all secondary vocational directors were mailed a letter reminding districts of the Core Standards and Measures, and the responsibility the local LEAs had in evaluating their vocational-technical education programs based on the core standards. Also included as part of the letter was an explanation on how to use the state developed Core Standards and Measures profile form.

A 32-page core standards handbook was printed in the fall of 1993. This handbook has been distributed to the vocational directors. The handbook was developed to assist vocational directors refining the program evaluation process and provide inservice outlines that can be used with students, staff, and advisory committee members. OSPI and WTECB staff will be providing technical assistance to the area groups as well as to local LEAs.

All the vocational programs in Washington State were evaluated during the 1992-93 school year using the Core Standards and Measures as the evaluation instrument. A majority of the districts have selected the state developed Core Standards and Measures profile form for this purpose. The on-site program evaluations that are conducted by OSPI staff each year include the examination on the process and the evaluation instrument the district has used to assess vocational programs using the Core Standards and Measures. The implementation committee continues to meet and assess the progress that is being made to meet the Carl D. Perkins requirement for evaluating programs based on the Core Standards and Measures that were developed for Washington State. This committee recommends the type and variety of inservice that is needed. A presentation was made at the 1994 statewide fall vocational directors' inservice on Core Standards and Measures.

Postsecondary standards have also been implemented. SBCTC staff offers technical assistance during statewide meetings with the Instruction Commission and Vocational-Technical Council, during site visits, and via the phone and the fax machine.

II. SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

A. Number of Students Served (See attached tables for additional information.)

A total of 45,261.81 vocational FTEs participated in secondary vocational-technical program offerings during 1993-94 This represents an increase of 1,854.65 vocational FTEs over the previous year.

Unduplicated enrollment for 1993-94 was 260,321. This represents 135,786 males and 124,535 females. This is an increase of 14,804 unduplicated students enrolled in vocational programs.

Secondary program enrollment included:

Agriculture	22,631
Business	91,992
Marketing	13,333
Diversified Occupations/CRT	8,086
Home and Family Life (useful)	6,401
Home and Family Life (gainful)	990
Trade and Industry	23,574
Health Occupations	1,946
Vocational Industrial Arts	31,368
Total	**260,321**

In the area of special needs, there were 63,784 disadvantaged students, a decrease of 122 from the previous year. The LEP enrollment was 5,099 a 537 student decrease, and handicapped/disabled enrollment increased to 14,660, an increase of 136 students. In total, enrollment by special needs students decreased by 523 during the third year of implementation of the Carl D. Perkins Act.

Washington's community and technical college students include some adults who are unable to leave the area to attend courses, and younger students who find colleges near their homes a convenient and relatively inexpensive way to pursue postsecondary

education. Each college district is required to offer an open door to every citizen, regardless of his or her academic background or experience, at a cost within his or her economic means. Technical colleges specialize in workforce training, while the community colleges offer a more comprehensive curriculum.

B. Community and Technical College Highlights

Half of all students in workforce training were older than 27 years of age while the average age of the college transfer student was 19.

Fifty-five percent of community and technical college students were female and 45 percent male. This ratio has been fairly consistent for the past five years.

Sixty-two percent of all students worked (34 percent full time; 28 percent part time) while taking classes, 13 percent of all students were unemployed and seeking work, and 12 percent were full-time homemakers. (These are 1992-93 data, our latest.)

Fourteen percent of all students had not completed a high school diploma or general education development (GED) certificate before they enrolled at a community college. Seventeen percent of the total enrollment in community colleges was in basic skills/developmental courses.

Eleven percent of all students had already completed an associate degree or higher when they enrolled at a community college.

More than 36 percent of all students were parents. Eleven percent of those enrolled were single parents. Two-thirds of the enrolled single parents were recipients of public assistance.

Forty-three percent of all students enrolled at the community college for work-related reasons.

The racial composition of the student population was more diverse than that of the state as a whole (21.3 percent were students of color at community college, as compared to 14.3 percent in the state population).

C. Students Enrolled in Vocational-Technical Programs

Community and technical college enrollment data in 1993-94 for students reporting gender was 339,165 of which 45 percent were male and 55 percent were female. Of the total workforce training program enrollment, 25,872 (17.8 percent) were disadvantaged, 3,306 (2.3 percent) were limited-English proficient, 4,609 (3.1 percent) were disabled, and 5,539 (3.8 percent) were considered nontraditional students. In addition, 7,537 students were enrolled in apprenticeship programs. A total of 7,141 vocational instructors were reported.

Enrollment data for offenders programs is provided in the attached enrollment tables.

D. Types of Secondary Institutions Conducting Programs

Secondary institutions include secondary high schools (grades 9-12); area vocational skills centers (8 statewide); and, alternative high schools. Applied academic courses are offered in all of these instructional settings.

E. Types of Postsecondary Adult Institutions Offering Programs

Washington's Community and Technical College Act of 1991 created a statewide system of community and technical colleges separate from both the public secondary schools and four-year degree granting institutions. The act requires that community and technical colleges "offer an open door to every citizen, regardless of his or her academic background or experiences, at a cost normally within his or her economic means" (RCW 28B.50.020[1]).

Each community and technical college district is required to "offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the community and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education" (RCW 28B.50.040[2]). College districts only containing technical colleges are exempted from the requirement to offer academic transfer courses. Each college is governed by a board of five trustees appointed to five-year terms by the governor with the consent of the Senate.

F. Achievements of Programs, Services, and Activities Per Section 235 of the Law

Secondary programs experienced a leveling off of the special populations enrollments. After several years of increased enrollments and a Perkins Act focused on access and services to special populations, the secondary programs appear to have met much of the requirement. In 1990, the special populations total enrollment was 70,859. In the third year of the New Perkins, the enrollment of special populations has increased to 83,543 a difference of 12,684, an 18 percent increase.

There were 23 consortia operating in 1993-94 comprising a total of 85 school districts. These consortia provided joint services for member districts. Waiver applications for rural and remote school districts were available for districts which qualified. Of these, 48 were approved.

Postsecondary Perkins applications and local plan documents and reports of accomplishments were carefully reviewed for compliance with the law. Emphasis was placed on preparatory and supplementary services to special population students. Local colleges recognized that the Perkins Act also stresses program improvement in order to prepare students for competing in a global economy.

In order to provide more accurate measures of achievements, SBCTC continues to revise the Perkins Handbook to accommodate the requirements of the performance report. During 1993-94 SBCTC began implementation of the revised comprehensive evaluation process. The original five-year process was revised to accommodate the Perkins annual evaluation requirement. The revised process provided for greater

discretion at the colleges--to determine the most efficient and effective method of assessing the quality of their workforce training programs. This process has become, for local colleges, the basis for determining programs needing improvement. Colleges used some of their Perkins funds for program improvement.

Increases in the number of special population students being served in workforce training programs during 1993-94, as compared to 1992-93, suggests that preparatory services and supplemental services are having a positive impact. Based on the Perkins application and local plan documents, colleges are utilizing a larger number of special population coordinators to identify, assist, and monitor the progress of special population students. Colleges who provide a special populations coordinator on campus report satisfaction with the impact their coordinators are having with students with special needs to enter and succeed in vocational programs.

G. Fund Uses

1. Upgrading Curriculum

Administrators of the Perkins funds indicated that virtually every college was involved in updating their curriculum. Some trends are:

a. Use of DATA/DACUM to develop or validate curriculum;

b. Integrating academics into vocational programs;

c. Identifying and assessing competencies;

d. Providing better access and making accommodations for members of special populations;

e. Providing inservice opportunities for faculty to upgrade their skills in instructional technology.

2. Equipment Purchase

Perkins administrators indicated that vocational students benefitted from the purchase of instructional aids, devices, and equipment. A variety of items appeared, with no dominate theme:

a. Computers/labs for members of special populations for better access;

b. Equipment for the disabled: automatic door openers, tables, TDD phone system, larger screens (monitors), computers, and printers;

c. Instructional devices: overhead projectors, interactive videos, and training stations;

d. Equipment for remediation: computers, interactive video disks, self-pacing software;

e. Hardware and software to provide better career guidance information.

3. Inservice training for integrating academic skills with vocational skills

Local administrators indicated that students benefitted from Perkins- funded inservice activities targeted at the integration of academic skills into vocational curriculum. Four areas seemed to predominate:

a. Integrating academic skills into vocational programs. This occurred in a number of ways: academic and vocational faculty worked together, attended workshops or conferences, or used consultants to assist them.

b. Learning how to work more effectively with members of special populations. This involved the disabled, limited-English speaking students, or nontraditional students, or the academically disadvantaged--remedial or basic skills.

c. Going back to industry or attending conferences to learn the latest equipment or tasks being performed in occupational areas. This included learning to work in teams, Total Quality Management, or customer-driven philosophy.

d. Working with secondary school teachers to articulate curriculum and to integrate applied academics into both phases of a 2 + 2 program.

4. Guidance and Counseling

Recruitment, equal access, planning, counseling, and other supportive functions have placed a high demand in this area. These activities range from peer counseling to paraprofessional to highly trained professionals. Administrators of the Perkins funds indicated that numerous contacts were made on a daily basis to assist members of special populations to enter and succeed in vocational programs. A sample of their activities includes:

a. Recruiting special populations for vocational programs, conducting career fairs, and visiting schools and agencies.

b. Assisting students with registration, testing, financial aid, transportation, child care, and adaptive equipment to enter the college and the vocational program.

c. Career planning, advising, educational planning, monitoring members of special populations progress, and working with instructors needing to make accommodations.

d. Arranging for accommodations, tutors, interpreters, note takers, tape recording equipment, instructional aids, transportation, child care, proctors, and crisis intervention.

e. Transition from school to work, resume' writing, mock interviews, cooperative education experiences, job search, and student follow-up.

f. Participating in workshops sponsored by the State Occupational Information Council, Washington Occupational/Career Information System, Washington Vocational Association, and the Washington Association of Occupational Educators conferences.

5. Remedial Courses

Remediation occurred a number of ways. Some colleges use separate classes for basic skills, ESL, and study skills. Others seek to retain these students in class and use tutors, study groups, and computer-assisted learning. The greatest need was for remediation in math, reading, English, and writing, followed by thinking skills, decision-making, problem-solving, communications, and human relationship building. There was a significant need for vocational ESL, and for training in sheltered workshops.

6. Adaptation of Equipment

Equipment in this area was related to visual or hearing problems and manual dexterity problems. In general, local administrators have a difficult time sorting this equipment out from the other equipment referenced above.

7. TECH PREP Programs

Over half of the colleges expended basic program funds on TECH PREP activities. TECH PREP coordinators were involved in planning, organizing, coordinating, training administrators, and implementing programs that are articulated between the high school and the community or technical college. Competency-based instruction was the predominate method used when developing an articulated curriculum. Emphasis was also used to encourage more use of work-based learning experiences.

Basic Program funds were used to supplement the TECH PREP funds received by their consortium.

8. Supplemental Services for Special Population Students

Perkins administrators indicated that basic program funds were used to provide special population students with supplementary services. These services focused mainly on the supportive services area: providing tutoring, child care, transportation, interpreters, assessment and testing, financial aid, remedial classes, tape recorders, transcribers. note-takers, job placement, recruitment brochures, counseling and advising, mentoring, and liaison with the faculty.

Tutoring has proven to be the most commonly used service.

The crucial nature of this area is that it helps instructors and students, enabling members of special populations to succeed in vocational programs instead of dropping out of school.

9. Special Population Coordinators

Special population coordinators contacted or assisted students in most colleges this past year. Over 60 percent of the community and technical colleges now use special population coordinators. They assist administrators by making sure that members of special populations are properly identified and tracked; that they receive the services they need to enter or succeed in vocational programs; that faculty receive the assistance they need to make appropriate accommodations; and that members of special populations are successfully placed in jobs after they are fully trained.

10. Apprenticeship Training Programs

A very limited number of colleges used Perkins funds for apprenticeship training. The most common use of Perkins funds was for assisting nontraditional students with entering and succeeding in apprenticeship programs.

11. Programs Linked with Economic Development

Two colleges have ventured into this area. One used their center for quality improvement to work with small and medium-sized businesses to create economic development activity. Perkins funds have assisted special populations with training and placement in new businesses in the area. The second college used their center to place members of special populations in jobs associated with economic development initiatives.

12. Programs Training for All Aspects of Industry

A number of colleges sought to include workforce training units of instruction in existing curriculums. This method will expose students to all aspects of the industry, not just the job for which they are being trained. In addition, some colleges chose to include students in cooperative education or work experience programs that provide exploratory experiences. This enabled students to learn about the industry, as well as the job of their choice. This approach allows more flexibility for entering and staying employed in a changing and competitive workforce.

H. Exemplary Programs

Exemplary secondary programs include:

- Bethel School District: Career Pathways
- SeaTac Occupational Skills Center, Highline School District: Enhancement, School-to-Work
- Central Valley School District: SCOPE, Career Paths

Exemplary postsecondary programs include:

- Walla Walla Community College: Agriculture education program in conjunction with John Deere Company - partnership
- Seattle Central Community College: Apparel and design program - Integration of critical thinking into the curriculum.
- Renton Technical College: Automotive program

III. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

A. Total Number of Single Parents, Displaced Homemakers, and Single Pregnant Women Served at Secondary Level (see attached table.)

Numbers reported for specific vocational programs reflect those students served through Single Parent/Displaced Homemaker (Section 221 federal competitive grant funds) and the ongoing vocational Home and Family Life Education state-funded teen parent programs. The current state data system does not identify secondary vocational students by single parent/displaced homemaker (SP/DH) or single pregnant woman (SPW) status. SP/DH and SPW students served through projects funded by Section 221 are identified in the lower left hand corner of the attached table. One school district report is yet to be received.

B. Total Number of Single Parents and Displaced Homemakers and Single Pregnant Women Served at Postsecondary/Adult Level (See attached table.)

Numbers reported by vocational program reflect students identified as single parents/displaced homemaker or single pregnant woman status inclusively and does not break them out separately. SP/DH and SPW students served in Section 221 funded projects are identified in the lower left hand corner of the attached table. One community college report is yet to be received.

C. Services Provided to Single Parents, Displaced Homemakers, and Single Pregnant Women

A total of 68 grants funded under Section 221 of the Act were awarded to 40 school districts, 14 community colleges, 3 technical colleges, 2 community-based organizations, and 1 county corrections institution during fiscal year 1994. Of the 7,770 students served, 6,965 were female and 805 were male. Students were enrolled in vocational, prevocational, and/or outreach and recruitment programs. Curricular emphasis was placed on vocational assessment, career awareness (including nontraditional occupations), self-esteem, career planning, goal setting and employability skills development such as job search, interviewing, and resume writing. Funds were used for instruction, guidance and counseling, child care, transportation, textbooks, implementation of or participation in GRADS program, tutors, tuition, and fees.

Financial need for this population is based on eligibility for child care payments from the State Department of Social and Health Services (DSHS), Pell Grants, and reduced/free school lunch.

D. Special Delivery Methods that are Unique and/or Effective

Single parent advocates, case management services and home visitors often provided the key to successful recruitment and retention in vocational programs. Activities such as job shadowing, paid work experience, mentoring, field trips, and leadership development efforts have been effective in identifying employment options and expanding understanding of the dual wage earner/homemaker role. Summer programs that keep the students in contact with the school/college, study/work scheduling and aware of the support systems available to those enrolled in vocational programs enhanced retention. Follow-up support groups enhanced successful transition to the workplace or further training. Older students may need short-term training with career planning components that enable them to access the job market quickly and plan for future advancement at the same time.

Collaborative efforts between secondary, postsecondary, community-based organizations, correctional institutions, Indian tribal councils, JTPA/PIC, Job Corps and apprenticeship programs strengthen the state's ability to meet the growing need of SP/DH and SPW for training which will enable them to support themselves and their families.

Child care, transportation, and other support services such as tuition, books, tools, and tutoring have been identified as essential services that enable single parents, displaced homemakers, and single pregnant women to remain in or return to school. Often the needs of this group go far beyond the scope of these funds to assure family financial stability through education.

Effectiveness of the strategies identified in the preceding paragraphs reflect single parents staying in school, receipt of high school diplomas, GED completions, job placements, enrolling in advanced education/training, employment at a living wage and reduced number of second pregnancies by teen parents enrolled in funded programs.

E. Exemplary Program(s)

Peninsula College, Edmonds Community College, Clark County Corrections, North Kitsap School District.

IV. SEX EQUITY

A. Number of Students in Sex Equity Programs (See attached table.)

The total number of students served in sex equity programs funded under Section 222 was 26,725. Of these, 18,004 were female and 8,721 were male. Please refer to the secondary and postsecondary tables for breakout of numbers served at each level.

Nontraditional student numbers by program area are also identified on the secondary and postsecondary tables. A total of 14,471 nontraditional (NT) students were

enrolled in vocational education programs. A total of 9,881 NT students were enrolled in secondary vocational programs and 4,590 NT students were enrolled in postsecondary vocational programs. Evaluation reports from equity grants which focused on recruitment and retention indicate that these efforts are successful in promoting more gender-balanced program participation. Sex equity plans developed in conjunction with districtwide and local plans have also facilitated gender-fair vocational learning environments.

B. Achievements and Services Provided to Reduce Sex Bias and Stereotyping in Vocational-Technical Programs

A total of 46 grants, including one grant extension, were awarded to reduce sex bias and stereotyping in vocational-technical programs. Fourteen projects were conducted by postsecondary institutions, 29 secondary level projects and 2 community-based organization projects were funded. Reports for all sex equity funded projects have been received.

Funds were used to provide nontraditional career awareness, equity issues/inservice, student leadership, nontraditional program recruitment and retention. Nontraditional occupational promotion and sexual harassment prevention materials were developed. Classroom environment, curriculum, and administrative policies were examined. Statewide technical assistance and inservice were provided. Summer Vocational Conference featured equity-related programming as did winter and spring conferences, including TECH PREP/School-to-Work Conference. Development of local sex equity advisory committees and equity peer educator teams and collaborative efforts between secondary, postsecondary, community-based organizations, apprenticeship, JTPA/PIC, Youth Investment of Economic Development Council, American Association of University Women, YWCA, Center for Career Alternatives, Building Trades, opportunity councils and TECH PREP consortiums strengthen the state's ability to reduce sex bias and stereotyping in vocational education programs.

C. Preparatory Services and Vocational-Technical Education Programs and Supportive Services for Girls and Women Aged 14 to 25

Accomplishments for girls and women under Section 222 grants included nontraditional employment preparation in tool identification, power/hand tool training, flagger certification, trades and technology training, transition to trades programs, technology basic courses, basic skills, prevocational job readiness, internships with business and industry leaders, job shadowing experiences, mentoring, and physical challenge programs such as ROPES. Students developed individual training plans and explored nontraditional career options through apprenticeship, Women in Trades Fair, Yakima Indian Nation College Fair, and PACE World of Work Career Fair, field trips to vocational training programs, apprenticeship, and nontraditional job sites. Participation in math anxiety reduction workshops, Expanding Your Horizons and Operation SMART (Science, Math and Related Technology) conferences was also provided.

Support services such as tutoring, child care, and transportation increased opportunities for successful completion of vocational programs.

As a result of these program activities and support services, the targeted population students prepared career portfolios, gained job readiness and marketable skills, completed vocational programs, transitioned successfully into paid employment and/or are continuing their education with strengthened educational and employment objectives which will lead to self-sufficiency.

D. Exemplary Program(s)

Clover Park Technical College, Community Colleges of Spokane, Yakima Valley Community College, New Market Vocational Skills Center, Renton School District, Seattle School District.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

A. Numbers Served through Programs in Correctional Institutions (See attached enrollment table.)

B. Types of Participating Institutions

A total of 313 offenders were directly served through programs in juvenile facilities and jails. An additional 2,555 offenders were indirectly served through projects created to foster system change throughout all levels of corrections. Participating institutions included adult correctional facilities, juvenile facilities, juvenile detention centers, and selected city/county jails in Washington State.

C. Achievements, Services, or Programs for Criminal Offenders

Two local secondary school districts provided the following services to incarcerated youth from throughout Washington State:

- Expansion of vocational and life skills curriculum to non-special education students. Training non-special education teachers to integrate academic curriculum and employability skills.

- Development of a competency-based vocational curriculum for an auto-detailing program that specifically addresses the needs of incarcerated youth. The curriculum integrates academic skills with employability skills.

Community-based organizations as well as community and technical colleges have assisted in providing the following programs and/or services:

- Integration of drug/alcohol awareness and rehabilitation strategies into the horticultural and landscape program without changing the emphasis on horticultural training.

- Development of a vocational and education preparation manual for training volunteers throughout all levels of corrections in Washington State.

- Development of a complete outline and schematic of a computerized pre-release transition program that will be adaptable at all levels of corrections in Washington State.

- Expansion of a vocational/education/employment offender tracking database which assesses offender participation in vocational training/education programs in the community, as well as pre-employment and work maturity skills training in prison, juvenile facilities, and jails.

- Completion of a program evaluation of an employability program for youth in detention facilities.

D. Exemplary Program(s)

Echo Glen School, Maple Lane School, Division of Juvenile Rehabilitation/Region 4, Chelan County Jail

VI. SPECIAL POPULATIONS

DISABLED

A. Number of Disabled Served in Programs (See attached enrollment table.)

There were 14,660 secondary students classified as disabled who were served in 1993-94. This represents an increase of 124 students, or a one percent increase in the disabled population participating in vocational education.

There were 4,609 postsecondary students classified as disabled who were served in 1993-94.

Postsecondary students with disabilities were enrolled in virtually all workforce training programs in all 32 community and technical colleges. Some colleges contracted with sheltered workshops to provide the necessary training components when the disability was severe enough to warrant it

In addition to a special populations coordinator, colleges have special support staff to assist disabled students with registration, obtaining needed accommodations, proctoring tests, job placement, tutorial assistance, and linkage to external agencies. Colleges worked diligently to provide access to all vocational programs and to provide specialized services so all disabled students could fully participate in the vocational program of their choice.

B. Achievements in Providing Equal Access for Disabled

At the secondary level, achievements in providing equal access for the disabled include:

1. An additional 124 students with handicapping conditions were served in approved vocational programs. This reflects a one percent increase over the previous year.

2. Students who have disabling conditions were actively recruited for participation in approved vocational programs.

3. Education personnel in vocational education and special education continued to develop, coordinate, and implement programs that were designed specifically to enhance the participation of disabled students in vocational programs.

   Students who have disabling conditions have an opportunity to participate in the full range of vocational program offerings. In addition, coordination between special education and vocational education is promoted via inservice training programs.

   Office for Civil Rights monitoring activities also seek to ensure the continuation of coordinated efforts between the two entities (special education and vocational education).

4. Vocational assessment provides information about a student's assets, limitations, and needs as they relate to vocational choices. The assessment process provides direction for placement in an appropriate vocational program. In addition, the vocational assessment assists in the identification of necessary support services, as well as identification of necessary program and/or curriculum modification. Approved vocational programs are continuously assessed based on factors such as:

   - Integration of academic and vocational education
   - Increased student work skill attainment and job placement
   - Relevance of programs to the workplace and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies, etc.

5. Students who have disabling conditions are provided career development counseling that helps them to focus on the outcomes of vocational training. Guidance and counseling services are significant in that students have improved opportunities to participate in career development training programs that meet their interest. Such programs assist students who have disabling conditions to:

   - Acquire self-assessment, career planning, career decision-making, and employability skills
   - Make the transition from education and training to work
   - Develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages
   - Develop mid-career job search skills and to clarify career goals

6. Transition from school-to-work programs work with students to match the student to a job at the conclusion of his/her training. Program coordinators recognize that the first few weeks on a new job can be confusing and difficult, therefore, program placement monitors continue to work with students and the new employers to ensure placement success. In addition, students can get help in writing resumes, preparing for a job interview, and solving problems that commonly occur on the job.

At the postsecondary level, efforts were made to provide equal access and ensure full participation of disabled students interested in workforce training.

1. Counselors and special population coordinators used brochures, career fairs, visits to high schools, and outreach to vocational rehabilitation agencies to recruit disabled students.

2. Students with disabling conditions were enrolled in a wide variety of vocational programs. Monitors for large print, special tables, listening devices, note-takers, and other accommodations were made so they could fully participate.

3. Vocational assessment was available through each of the counseling departments to identify disabled students' interests, aptitudes, and work-related values. Clarifying these areas makes it possible for disabled students to make realistic vocational and educational choices. In addition, it made it possible for vocational counselors, paraprofessional support staff, and instructors to identify curriculum modifications needed, and job placement directions. Approved vocational programs are continually assessed for areas needing improvement, such as:

   - Integration of academic and vocational skills
   - Increased student work skill attainment and job placement
   - Relevance of programs to the workplace, especially in the emerging technologies

4. All community and technical colleges have comprehensive guidance and counseling services. Professional and paraprofessional staff assisted in recruitment activities, assessment during entrance, and placement services for transition into the workforce. Colleges also engaged in affirmative outreach activities and have policies in place to invite special population students to the campus where they can receive career guidance. For example, Spokane Falls Community College has developed several videotapes for recruiting students that include video footage of special population students.

   Vocational guidance and counseling services provide special assistance to disabled students, such as:

   - Provided career assessment, career planning, career decision-making, and job search strategies

- Cooperative education, internships, and other school-to-work transition activities

- Mid-career change options, such as, entering new and emerging job fields, advancing technologies, and other advanced vocational and educational training opportunities.

C. Impact of Supplemental Services Provided to the Disabled.

The impact of supplemental services in secondary vocational programs has included:

- Increased guidance and counseling
- Increased vocational assessments for more accurate program placements
- Increased use of computer-related learning tools and resources
- Increased use of classroom teacher assistants
- Increased use of OCR-related monitoring information
- Increased vocational equity monitoring activities

The impact of supplemental services in postsecondary vocational programs manifested itself in many ways. Both community and technical colleges made significant modifications to their curricula, adding new and improved equipment, altering facilities for greater access, and finding innovative ways to help disabled students succeed in their workforce training programs. Additional areas impacted by supplementary services were:

- Increased support services by special population coordinators: providing tape recorders, tutors, note-takers, transcribers, proctors, daycare, and equipment accommodations
- Increased use of computer and computer-related learning labs
- Increased use of instructional aides
- Increased vocational assessments and placement assistance
- Increased number of automatic door openers and access ramps
- Increased use of interpreters

Colleges are making significant modifications to their curricula, adding new and improved equipment, altering facilities for greater access, and finding innovative ways to help disabled students succeed in vocational-technical programs. Standards and measures and an annual evaluation process are in place, and local plans are revised to include reports of accomplishments. The community and technical college system can now better assess the impact of supplementary services for the disabled.

LIMITED-ENGLISH PROFICIENT (LEP)

A. Number of LEP Individuals (See attached enrollment table.)

The number of limited-English proficient students participating in vocational programs in secondary vocational education in 1993-94 was 5,099.

There were 3,306 LEP students enrolled in approved vocational programs in the community and technical colleges in 1993-94.

B. Achievements in Serving the LEP Students in Terms of Improved Access and Services

Within secondary schools, improved access and services resulted in:

- 537 fewer LEP students participated in approved vocational programs in 1993-94. This figure represents a 10 percent decrease in LEP student participation.

- LEP students are provided with equal access to the full range of approved vocational programs, occupational-specific courses of study, cooperative education, career guidance and counseling services, apprenticeship programs, etc. More districts used computerized programs to assist LEP students to complete vocational training programs. Guidance and counseling and individual assessment services were increased substantially resulting in a higher percentage of vocational training placements.

A variety of services for LEP students including:

- Increased guidance and counseling
- Increased vocational assessments for more accurate program placements
- Increased use of computer-related learning tools and resources
- Increased use of classroom teaching assistants
- Increased use of OCR-related monitoring information.
- Increased equity monitoring activities
- Increased inservice training opportunities for program administrators and staff

Within the postsecondary community and technical college system, improved access for the limited-English proficient (LEP) student resulted in:
3,306 limited-English proficient students enrolled and attending approved vocational programs during 1993-94 school year.

More colleges using computerized software to assist LEP student to learn the English language, tutors to assist them while in class, and support staff to assist them in the job search and placement process.

Some of the services available on campus for LEP individuals to ensure equal access and full participation include:

- Support services by counselors, special population coordinators, faculty advisors, and other support staff
- Tutors, translators, child care, transportation, and instructional aides
- Increased number of computer and computer-related learning labs
- Assessment and placement services
- Courses specially designed to assist in learning English and workforce related skills.

Most of the LEP students were foreign born, Asian, Hispanic, or of Ukrainian origin. Some were American citizens/natives, but not proficient in the English language, such as those of European and Native American descent. Most of these students were in vocational English-as-a-second-language (ESL) classes, where emphasis was placed on learning vocabulary and language skills related to their vocational programs and the workplace. Producing course materials in non-English languages for affirmative recruitment; hiring translators and bilingual tutors, and offering special classes with modern equipment were methods used to assist in learning the English language.

Achievements in serving LEP students included colleges using other languages in their publications to the community, and providing tutors and other forms of assistance through educational aides. The number of LEP students completing approved vocational-technical programs and transitioning into the workforce is part the student follow-up system.

DISADVANTAGED

A. Number of Disadvantaged Individuals (See attached enrollment table.)

There were 63,784 secondary students classified as disadvantaged participating in approved vocational programs in 1993-94. This figure represents 122 fewer students participating in vocational education, a negligible percentage decrease. It is expected that these numbers reflect more a one-year phenomenon than a trend to fewer disadvantaged students being enrolled in secondary vocational education.

At the postsecondary level, there were 25,872 disadvantaged students enrolled in approved vocational education programs in the community and technical colleges in 1993-94. Disadvantaged students were enrolled in approved vocational programs in all 32 of the community and technical colleges. Many of these students were academically disadvantaged and were encouraged to enroll in Adult Basic Education (ABE) programs, where individualized instruction is provided.

B. Impact of Supplemental Services Provided to the Disadvantaged

The supplemental services provided to these disadvantaged students were:

- Guidance and counseling
- Vocational assessments for more accurate program placements
- Use of computer-related learning tools and resources
- Use of classroom teaching assistants
- Use of OCR-related monitoring information
- Equity monitoring activities
- Inservice training opportunities for program administrators and staff

In postsecondary programs, supplemental services have resulted in a larger number of LEP students participating in the community and technical colleges. The comprehensive program evaluation process indicates that emphasis on educational excellence had a positive effect on community and technical colleges by increasing tutorial and technology assistance in math, reading, English, and other remedial programs. Records were kept on disadvantaged student progress and attendance, and on assistance provided by counselors and paraprofessionals. Providing supportive personnel, better access, modified curricula, and improved access to equipment also had some influence on increased involvement. Having LEP students on campus increased the following activities:

- Increased testing and assessment for more accurate program and job placements
- Increased support services, including counseling, tutoring, advising, child care, translators, and instructional aides
- Increased number and type of brochures and other outreach strategies
- Increased number of computer and computer-related labs
- Increased number of ESL classes for students enrolled in vocational education programs

C. Achievements in Serving the Disadvantaged Students with Respect to Their Successful Completion of Vocational-Technical Education.

A variety of programs were developed and implemented in secondary vocational-technical education during in 1993-94. These programs included activities designed to promote successful program completion for disadvantaged student populations. Some of these activities were:

- Day care for children of disadvantaged parents

- Work study programs
- Tutorial services and teacher aides
- Counseling service and guidance information
- Job placement services
- Remedial class for disadvantaged
- Computer software programs for the disadvantaged
- TECH PREP
- School-to-Work Transition

Postsecondary community and technical colleges used a number of different programs, activities, and services during 1993-94, increasing the number of disadvantaged students who completed vocational programs and successfully transitioned to employment:

- Tutoring centers and study skill classes
- Remedial classes for the academically disadvantaged
- Special populations coordinator support activities
- Job search and placement activities
- Day care and transportation support
- Work study and cooperative education programs
- Computer software and computer labs
- Instructional aides and individualized curricula

D. Exemplary Program(s)

Exemplary secondary programs include:

- Sunnyside School District, Everett School District, Hoquiam School District

Exemplary postsecondary programs include:

- Bellingham Technical College, Seattle Central Community College, Spokane College District - IEL

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

ACCOMPLISHMENTS FOR STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT WITH REGARD TO:

A. Number of New Programs

New secondary vocational-technical education programs include:

- Agricultural Education - 11 new programs
- Marketing Education - 5 new programs
- Diversified Occupations - 26 new programs
- Community Resource Training - 21 new programs
- Business Education - 52 new programs

The new programs added in secondary Business Education emphasized Technical Writing and Advanced Microcomputer Applications.

The school-to-work initiatives have been a catalyst in accelerating the vocational and cooperative programs. The CRT program is also viewed as another vehicle for increasing secondary student participation in school-to-work.

There were 39 new programs added to the community and technical college system in 1993-94. Development of new programs was somewhat limited because of mandated reductions in state revenues, even though there were waiting lists, student interest in new program areas, and businesses seeking students trained in new areas. Examples of some of these new programs include: Manufacturing Technology-Machines and Processes, Developmental Disabilities Employment Specialist, Fluid Power Technician, Patient Assistant Technician, and Marine Engineering Technology.

Programs for youth and adult criminal offenders are listed in Section V of this report.

B. Number of Expanded Programs

Nine secondary Agricultural Education programs were expanded.

Marketing Education expanded six programs into a national model role with the Marketing Education Academy. These were:

- Kelso School District
- Mark Morris High School, Longview School District
- Decatur High School (2 programs), Federal Way School District

- Cleveland High School, Seattle School District
- Renton High School, Renton School District

Within the state there are eight other Marketing Education Academy programs. These are:

- Arlington High School, Arlington School District
- Renton High School, Renton School District
- Prairie High School, Battleground School District
- North Kitsap High School, North Kitsap School District
- Richland High District, Richland School District
- Highline High School, Highline School District
- Inglemoor High School, Northshore School District
- Lindbergh High School, Renton School District

Workforce training programs in the community and technical college system rely heavily on advisory committees and labor market data from the Bureau of Labor Statistics and the State Employment Security Department for the expansion and reduction of programs. This results in a large number of smaller adjustments from time to time. One example of a program expansion, based on advisory committee input, was the Business Technology program at Spokane Falls Community College. This program was expanded to provide additional instruction in math, including problem-solving and critical thinking skills.

C. Number of Programs Dropped

OSPI dropped the following secondary vocational-technical education programs:

- Agricultural Education - 3 programs
- Marketing Education - 1 program

Programs dropped were more than offset by the number of new programs being added at the secondary level.

There were 23 programs dropped from the approved list of postsecondary vocational programs for a variety of reasons. The major reasons for closing these programs were because of low job demand for students exiting the programs and low wages. Examples of programs closed include: Apparel Occupations, Diving Technician, Real Estate, and Service Station Operator.

D. Professional Development.

Professional development activities at the secondary level included:

1. Agricultural Education

   - Program Improvement - 16 Meetings
   - Professional Conferences - 4 Meetings
   - On-site Consulting Services - 72 Visits
   - Student Leadership - 18 Activities
   - Student Leadership Supervision - 8,000 Students
   - Biotechnology Meetings - 8 Meetings
   - Applied Biology/Chemistry - 8 Meetings
   - National Professional Curriculum - 3 Meetings
   - Evaluations - 4 schools

2. Applied Mathematics

   - Summer Training Session/Second Applied Math II Inservice (June) plus First Math Upgrade Inservice
   - 2 Fall Inservice Programs (November)
   - 2 Winter Inservice Programs (February)
   - 2 Spring Inservice Programs (May)
   - Continuation of Applied Math Steering Committee

3. Business Education

   - Washington Vocational Education Summer Conference
   - Program Administrators in Business Education (PABE) Meetings
   - Western Washington Business Education Association Board Meetings
   - Western Washington Business Education Association Conference
   - Washington State Business Education Association Board Meetings
   - Washington State Business Education Association Fall Conference
   - New Vocational Directors' Fall Conference

- Washington State Vocational Interns' Workshops
- Fall and Spring Vocational Directors'/Administrators' Conferences
- Delta Pi Epsilon Meetings
- Cooperative Education Class Presentation
- Keyboarding Methods Class Presentation
- Accounting Methods Class Presentation
- Occupational Analysis Class Presentation
- Course Construction Class Presentation
- Competency-Based Education Class Presentation
- Applied Communication Training Workshops (30-hour training with two follow-up sessions)
- Future Business Leaders of America: State Conference, nine regional fall and spring conferences; four Board of Directors and Executive Committee meetings
- Northwest Curriculum Coordinating Center State Liaison Representative at two national meetings
- Northwest Tri-State Competency Conference
- Professional Education Advisory Committee Seminar
- American Vocational Association Conference
- Washington Vocational Association Board of Directors Meeting
- TECH PREP State Conference
- School-to-Work Transition meetings at state and national level
- Business Education Methods course for endorsements

4. Marketing

- Washington Vocational Educators' Conference (August)
- Fall Leadership Conference (October)
- Cooperative Education Conference (March)
- Marketing Education Conclave (June)
- Second Year of Washington State Marketing Education Academy

- DECA Competitive Events Managers' Workshops (December)
- Advanced Coordination Techniques for Cooperative Education class

5. Diversified Occupations

   - Washington Vocational Educators' Conference (August)
   - Cooperative Education Conference (March)
   - Diversified Occupations Community Service Awards Conference, Olympia
   - Five Diversified Occupations Area Leadership Conferences
   - Area Diversified Occupations Skills Competition

6. Community Resource Training

   - Washington Vocational Educators' Conference (August)
   - Cooperative Education Conference (March)

7. Vocational Internship Program

   Twelve new professionals were provided the opportunity to participate in a twelve quarter credit internship that is a year-long program with the objective to prepare them for providing quality leadership as vocational administrators. This is a statewide project with the participants coming from twelve different school districts. Many of the interns are currently serving in an administrative role and combined with the internship program, actually model on-the-job training.

8. Special Populations

   - Franklin Pierce Servicing Students from Special Populations
   - Winter Conference for Special Populations
   - Equity Network Inservice
   - Everett School District Administrators Inservice
   - State Vocational Equity Inservice

At the postsecondary level, the State Board for Community and Technical Colleges utilizes the Vocational-Technical Council, which is composed of local vocational directors, to assist in analyzing the professional development needs, prioritizing the needs, and for selecting colleges and staff most in need of professional development assistance. During 1993-94, 50 projects were awarded to community and technical colleges to assist in returning instructors back-to-industry, and each of the 32 campuses had access to funds set aside for technical consulting.

Bates	Gordon Jenkins	Court Reporting
Bellevue	Ronald Radvilas	Radiologic Technology
Bellingham	Jeff Curtis	Diesel/Heavy Equip Tech
Bellingham	Duane Johnson	Electronics Technology
Centralia	Mike Driscoll	Welding Technology
Clark	Nancy Billingsley	Paraprofessional
Clover Park	David Grimes	Portrait/Comm. Photo.
Clover Park	Jacquelyn Wilson	Customer Service Rep
Columbia Basin	Gene Holand	Business Administration
Columbia Basin	Michele Sta[illegible]e	Business/Accounting
Edmonds	Walter Bronowitz	Culinary Arts
Edmonds	Rod Schein	Computer/Electronics Tech
Edmonds	Debra Tri	Medical Assistant
Everett	Don Noreen	Fabrication
Grays Harbor	Candice Burchett	Nursing
Lk Washington	Robert Monroig	Power Equip/Motorcycle
Lk Washington	Margo Toner	Dental Assisting
North Seattle	Dale Cook	HVAC
North Seattle	Lyle Margulies	Biomedical Eqpmnt. Tech
North Seattle	Pedro Valverde	Electronics Technology
Olympic	Marge Herzog	Nursing
Olympic	Mary West	Business/Management
Peninsula	Thomasine Schwent	Nursing
Pierce	Kathy Bassett	Dental Hygiene
Pierce	Norma DeGrandis	Office Professions
Pierce	Fred Schuneman	Elect. Engineering Tech
Renton	Gail Dugan	Business Technology
Renton	Mark Mitsui	Health & Fitness Tech
Shoreline	Brian Edwards	Visual Comm Tech
Shoreline	Norman Gregory	Nursing
Shoreline	Jack Shiel	Auto
Skagit Valley	Flora Adams	Nursing
Skagit Valley	Kathi Lovelace	Bus Mgmt/Fashion Merch
Skagit Valley	Gerald Osborne	Welding
South Seattle	Bob Allen	Industrial Machining
South Seattle	George Neff	Computing Technology
Spokane	Mary Sandall	Dietetic Tech
Spokane	Peter Shaw	Ag/Hort
Spokane Falls	Lenee Barnes	Photography
Spokane Falls	Terry Engleman	Cooperative Education
Spokane Falls	Peter Galante	Graphic Design/Printing
Spokane Falls	Rodger Hartman	Elec Graphics/Publishing
Tacoma	Lisa Evenbly	Allied Health/Paramedic

Tacoma	Cynthia Verser	Bus/Admin Management
Walla Walla	Barbara Blasey	Civil Engineering Tech
Walla Walla	Sandra Hopson	Cosmetology
Whatcom	Barbara Dahl	Medical Assisting
Whatcom	Luanne Lampshire	Educ. Paraprofessional
Yakima Valley	Bronwynne Evans	Nursing
Yakima Valley	Peggy Keller	Radiological Technology

Statewide Leadership Conferences and Inservice

A series of statewide inservice activities for vocational faculty and administrators were conducted. These activities focused on school-to-work transition, applied academics, and competency-based learning.

Project Outcomes

- Faculty and administrators had the opportunity to learn how to enhance vocational programs by focusing on school-to-work transition and competency-based teaching methods.
- Faculty and administrators saw how their colleagues successfully addressed the school-to-work priority.
- Vocational support staff addressed ways to support vocational programs in implementing technical training and school-to-work transition themes.

Support was provided for the following conferences:

- 1993 WAOE Annual Conference - School-to-Work Transition
- 1994 WAOE Annual Conference - Special Populations
- 1994 Vocational Support Staff Conference

WTECB set two priorities for the use for Perkins funds: School-to-Work Transition and Technical Training. In addition, WTECB supported several professional development projects including:

- Continued to serve as an ex officio member of the State Apprenticeship and Training Council. Staff regularly attended meetings of the Education Committee of the Washington State Labor Council and the Washington State Apprenticeship Coordinators Association.
- The annual Competency-Based Education Conference for vocational educators held in Washington, Idaho, and Oregon on a rotating basis.
- Inservice for Vocational Administrators and other related presentations at the annual Summer Vocational Conference (secondary) and the Washington Association of Occupational Educators Conference (postsecondary).
- Assistance with the updating of occupational and related information for the

Washington Occupational Information System (WOIS).

- Production and distribution of the 1993 edition of **PLAN FOR TOMORROW TODAY**, a career guide describing over 320 occupations in Washington State, with information on wage data, employment outlook, and location of training sites. More than 335,000 copies of the guide have been distributed since May 1993.

- Provided technical assistance to staff at OSPI and SBCTC on the administration of the Carl D. Perkins Act and associated rules and regulations.

E. Curriculum Development.

Curriculum development projects for secondary programs included:

1. Agricultural Education

   Agricultural Education, in cooperation with Washington State University and the Washington Vocational Agriculture Association, was involved in the following curriculum projects: Agricultural Biotechnology, Applied Biology/Chemistry, Agriculture Issues, and Aquaculture. These were two-year projects and completed from the previous year.

2. Health Occupations

   A competency-based health occupations curriculum guide was developed and has been distributed to 240 school districts for use in upgrading and revising health occupations programs at the local school district level.

3. Marketing Education

   - Work-Based Learning Curriculum (guidelines for cooperative education)
   - Coordinators Guide for Work-Based Learning
   - Work-Based Learning Program Standards (in process)
   - CompuDoc Training Plan Software for Work-Based Learning

   There are currently five certified teachers as interns in the MarkEd Curriculum Consortium National Model Program. Two marketing teachers are currently enrolled in the Washington State Marketing Education Academy which includes methods for improving instruction in Mastery Learning and Performance-Based Assessment. The group meets concurrently with several state inservice programs.

   There are currently 356 Marketing Ed/Diversified Occupations/CRT teachers as subscribers to the MarkEd Curriculum Consortium.

4. Competencies Guidelines for all Business Education courses.

- Applied Communications course for curriculum development, lesson activities to be piloted, revised, and distributed.

- Microcomputer Applications course for curriculum development, lesson activities to be piloted, revised, and distributed

- Leadership State Committee for curriculum development

- Cooperative Office Education State Committee for curriculum development, emphasizing various school-to-work opportunities.

During the 1993-94 school year, the community and technical college system awarded state leadership grants designed to support the statewide priorities set forth by the Workforce Training and Education Coordinating Board. Each activity directly improved the college system's technical training programs and improved students' transition from school to work.

Workplace Learning Projects

Projects were designed to develop workplace internships which emphasized the skills required in high performance work organizations.

Project Outcomes

- Increased number of work-based learning opportunities for students in vocational programs.

- Common method for placing students in workplace learning sites and procedures for monitoring their progress.

- Development of models to assess basic workplace skills acquired in work-based learning programs.

Grant Awards

• Clark	Project Workplace Learning
• Lake Washington	Workplace Intern Sites
• Olympic	Workplace Learning Internship Expansion
• Shoreline	SCANS Workplace Learning Internship Program
• Skagit Valley	Performance Standards for Environmental Technicians
• South Seattle	Workplace Learning

- Walla Walla — Work-based Learning Opportunities/Retention for Special Populations
- Highline — NWCEC Cooperative Education/Work-based Learning Guide
- Highline — NWCEC Work-based Statewide Training

Competency-Based Degree Curriculum

Competency-based curriculum projects were developed to lead to a degree based on industry-defined competencies. Business and labor were involved in the competency development process in three ways: participation in 1) project steering committees, 2) industry surveys, and 3) focus groups.

Project Outcomes

- Statewide industry-defined competencies were established for Electronics, Machining, Manufacturing programs.
- Curriculum was developed to help students acquire statewide industry-defined competencies.
- Standard industry-defined competencies enabled employers to know which skills were taught in the training programs.
- Common Competencies made it easier for students to transfer between institutions and training programs.
- The ICANS curriculum was implemented at several additional campuses in cooperation with the Workforce Training and Education Coordinating Board, the Employment Security Department, and the SBCTC Office of Adult Literacy.

Integrating Academic and Vocational Skills

These curriculum projects provided colleges the opportunity to demonstrate innovative techniques for integrating academic skills required for high performance work organizations with a statewide application. Academic skills included such things as problem solving, team building, and communication.

Project Outcomes

- College faculty were provided instruction on how to integrate academic skills into vocational curriculum.
- College faculty acquired skills in identifying workforce and workplace demands of the future.
- Techniques for integrating academic skills in vocational programs were shared statewide.

Grant Awards

• Bates	Technical Writing Module for Engineering
• Lake Washington	Integrating Academics into Vocational Curriculum
• Lower Columbia	Applied Math/Physics
• Olympic	Developing Mathematics Competency in the Workplace
• Renton	Integrating Mathematics into the Business Technology Curriculum
• Seattle Central	Integrated Media Communications -- The Wave
• South Seattle	Written and Oral Presentations in the Vocational Classroom
• Whatcom	Integrating Speech Skills into Health Occupation Programs

Student Leadership Activity

Support was provided to nationally recognized postsecondary student leadership organizations such as VICA, PBL, DEC, WPASO. Emphasis was placed on articulation with secondary student leadership programs.

Project Outcomes

- Competency-based curriculum was developed in vocational programs where leadership skills were relevant in the workplace.
- Students obtained enhanced opportunities for employment, career development, and life-long learning.
- The number of minority students participating in the following student leadership organizations increased:
    - DEC (Delta Epsilon Chi)
    - PBL (Phi Beta Lambda)
    - VICA (Vocational Industrial Clubs of America)
    - WPASO (Washington Postsecondary Agriculture Student Organization)

Presentations on Equity were conducted at VTC meetings, the annual vocational-technical support staff conference, and the Washington Association of Occupational Educators Conference.

Special workshops were conducted to provide inservice to vocational administrators and special populations coordinators on the Perkins Act and the local planning process.

Curriculum developed in conjunction with Job Skills Program projects was provided to the Northwest Curriculum Coordination Center (NWCCC) located at Clover Park Technical College in Tacoma. NWCCC distributed these curriculum materials upon request to states throughout their service area.

F. Exemplary program(s).

The following secondary programs were identified as exemplary:

1. Agricultural Education

   - Ferndale School District: Environmental Education
   - Sumner School District: Integration of Science and Vocational Education
   - Battle Ground School District: Integration of Science/Environmental and Vocational Education
   - Onalaska School District: Aquaculture
   - Walla Walla School District: Agribusiness
   - Cathlamet School District: Natural Resources
   - South Bend/Willapa Valley School District: Aquaculture
   - Ritzville School District: Agriculture Issues and Leadership
   - Yakima School District: Biotechnology and ABC (Non-Voc)

2. Marketing Education

   - Kent School District, Kentwood High School: Kentwood International Marketing
   - Riverside School District: REAL Program (Rural Entrepreneurship Through Action Learning)

3. Diversified Occupations

   - Battleground School District: Diversified Occupations for Special Needs Students
   - Puyallup School District: Diversified Occupations-Integration of Work-Based Learning

4. Business Education

- Ferndale School District: Students - Partners in Education
- Tumwater School District: Applied Communication for Freshmen and Honors English
- North Thurston School District: Beginning & Advanced Microcomputers
- Kelso School District: Technical Writing

Exemplary postsecondary programs include:

- Renton Technical College: Automotive Program
- Seattle Central Community College: Apparel and Design Program
- Walla Walla Community College: Cooperative Education Program

VIII. COMMUNITY-BASED ORGANIZATIONS (CBOs)

A. Number of male and female students served by CBOs.

During the program year ending June 30, 1994, 294 participants were served in three vocational skills centers that were required to partner with a local community-based organization. Of the participants served, the number of male and female students was about equal.

B. Number of CBOs participating with eligible recipients designated by rural and urban areas.

Three vocational skills centers and community-based organizations participated. Two vocational skills centers served 57 participants designated as rural, and one skills center served a total of 237 participants living in urban areas.

C. Programs, services, and activities of CBOs in cooperation with other programs, nontraditional.

All three vocational skills centers funded during the program year ending June 30, 1994, were required to prepare a formal agreement with a local community-based organization and to collaborate when applying for funding. By forming partnerships and coordinating services, the goals and objectives of each project were met and services to the participants were maximized.

IX. CONSUMER AND HOMEMAKING EDUCATION

A. Number of students served (see attached enrollment table).

During the 1993-94 school year, vocational home and family life programs operated in 205 school districts. An unduplicated count of 66,401 secondary students were enrolled. Of this enrollment, 25,939 were males, or 39.06 percent of the total enrollment. Special populations served included 17,056 disadvantaged; 3,717 disabled, and 1,109 limited-English proficient persons.

B. Achievements in programs and support services in depressed areas.

Program funds were allocated to 22 school districts in economically depressed areas to establish or enhance programs. The reported projects served 4,086 secondary students. Special populations served in these projects included pregnant and parenting teens, limited-English proficient, disabled, and economically disadvantaged. Funds were used to provide for specialized counseling services for teen parents; instructional aides used for tutoring and individualized instruction; enhancement of instructional equipment and learning resources; teacher inservice; planning time for program development and developing teacher competencies in using Future Homemakers of America as a method of teaching and inclusion in the curriculum of concepts around the impact of technology on the family.

C. Achievements in programs and support services in non-depressed areas.

Four districts, two community colleges, and two universities received grants from the non-depressed category. Three of the district projects served 150 students and focused teen parents, child growth and development; teacher inservice on issue topics such as violence, peer pressure, drugs, and teen sexuality; and using Future Homemakers of America as a method of teaching. The fourth district project provided for coordination of FHA/HERO STAR Events. A local adviser and students provided training for evaluators, prepared materials and scheduling for the state leadership meeting. Over 600 students benefitted from these grants to the community colleges which enabled over 170 family life instructors of adults to receive inservice on issues related to children and families. The community college and university grants are reported in Section E. of this report.

D. Achievements in state leadership and state administration, including coordination with sex equity coordinator.

Two home economics supervisors are employed within the Office of the Superintendent of Public Instruction. Activities and involvement in leadership and administrative tasks include:

1. Membership on Committees, Boards, Task Forces

   - WACSAP - Washington Alliance Concerned with School-Age Parents
   - Restaurant Association of State of Washington

- Washington Home Economics Association Board. The program specialist served as President-Elect of the Association.
- Sex Equity/Single Parent Advisory Committee
- First Steps Advisory Committee
- Family Planning Access Committee (Interagency)

2. Participation of Staff in National Professional Meetings

- AVA Annual Conference, Nashville, TN
- National Meeting of Future Homemakers of America, Anaheim, CA
- National Meeting of State Supervisors of Home Economics Education, Washington, D.C.

3. Other Activities of Director and Staff Work Related to State/Federal Policy

- Attended statewide meetings of local vocational directors
- Attended and made presentation to meeting of local vocational directors and support staff
- Managed grants for Consumer Homemaking under the Carl D. Perkins Vocational and Applied Technology Education Act
- Coordinated monitoring program for compliance of rules and regulations under the Carl D. Perkins Vocational and Applied Technology Education Act
- Participated on state plan implementation committee
- Monitored compliance of vocational education rules and regulations in six school districts
- Coordinated the statewide teacher inservice training session for vocational educator with Western Washington University

Coordination with the Sex Equity Coordinator was accomplished through involvement on the advisory committee and review team for grant applications. Home and Family Life teachers used materials which are available through the Equity Clearing House. Several instructors participated in the Student Vocational Equity Peer education project. (See Section E.2.a. for description of services to teen parents through Home and Family Life Education. Some of the programs described were recipients of Single Parent/Sex Equity funds.)

E. Benefits derived under program development, program improvement, curriculum, and other ancillary services.

The following activities were accomplished in 1993-94 by the staff from OSPI and home economics teacher educators from Central Washington University and Washington State University through grants with these two institutions. Program improvement activities included program development, evaluation, teacher education, curriculum development, and student leadership development.

1. Program Development/Evaluation

- Provided consultative service to 17 first-year or returning teachers.
- Provided technical assistance to at least 153 school districts through on-site visitations, in-office consultation; conferences held during student leadership meetings, area group meetings and telephone calls. Topics of assistance included program planning, evaluation, curriculum development, facilities, equipment, and student leadership.
- Reviewed and recommended approval of 19 new classes as expansions to existing programs. One district reinstated its program; and three programs were closed at the end of the year due to retirements or movement of instructors and the lack of teachers to fill the openings.
- Continued to work as an integral part of several interagency teams focused on case coordination, education for parental responsibility, school-based child care, and coordination of adolescent parenting and health projects.
- Continued to work collaboratively with an agency committee on Comprehensive Personal Health and Family Strength. A statewide advisory committee to the Superintendent has met during the year to focus on issues of health and families in education.

2. Teacher Education

- Met with Teachers' Coordinating Council and Steering Committee to develop 1993-94 Program of Work. The theme chosen was the International Year of the Family. Thirty-two area meetings were held during the year, planned and conducted by teachers. Topics included: High Risk Students; Fetal Alcohol Syndrome; Legislative Issues Affecting Families; Advocating for Home and Family Life Education; Valuing the Hispanic Community; and Families Around the World.
- Two-day training sessions were held for 16 teachers of programs for pregnant and parenting teens to prepare them for adoption of the GRADS (Graduation, Reality, and Dual Role Skills) program. The state home and family life program supervisor and two classroom teachers led the training session. Vancouver School District serves as the regional demonstration/training site for GRADS.
- At the end of the school year there are 53 school districts operating

62 specialized programs for pregnant and parenting teens, most under the descriptor GRADS.

- Data from 37 GRADS programs provided the following data about GRADS students in Washington State.

- Over fourteen hundred (1,452) students were enrolled during the year. Of this number, 82 (6 percent) were male. The ethnic makeup included 75 percent Caucasian; 8 percent Hispanic; 10 percent Afro-American; 4 percent Native American and 3 percent Asian. There were 442 live births during the school year. Only four of these were considered extra low birth weight. Four hundred forty-two weighed 5.5 pounds or more. Teachers reported the following contacts made in addition to instructional time--7,192 student conferences; 2,905 parent contacts; 665 home/hospital visits and 2,081 agency contacts.

- Reported enrollment of teen parents in specialized programs during 93-94 numbered 1,586 in 43 districts. These districts reported under a code Teen Parenting. An additional 14 districts have specialized programs but chose to report their enrollments under course titles such as Parenting, Child Development or Resource Management. It is not possible to identify the teen parents within these codes. Home and family education teachers reported serving an additional 1,619 pregnant and/or parenting teens who were in school but not in a specialized program. Combining the number reported in specialized GRADS programs and the additional students reported by home and family life education teachers, the total served last year was 3,205 There still remains a need for additional emphasis and service for this population.

- A day-long inservice was held for 92 teachers and care-givers in programs for school age pregnant and parenting teens. The primary outcomes for participants were to: Enhance the opportunities and options for positive infant development within the child care environment and the home and to consider significant life style changes faced by pregnant and parenting teens and their impact on living environment choices and educational options.

- Provided specialized supervision for 11 student teachers and inservice for 11 cooperating teachers. The revised model for supervision of student teachers was continued. The home economics teacher educator visited each student early in the term. A joint conference was held among the student, the university professional supervisor, the cooperating teacher and the home economics teacher educator. Phone conferences were conducted each three weeks based upon questions raised in weekly reports. A seminar was held near the end of each term, giving an opportunity for the student teachers to share experiences and help the vocational teacher educator validate the vocational aspects of the student teaching experience. Students made recommendations for program improvement which will be incorporated into the university programs. Two of the seminars

included students who would student teach the next term.

- *Both institutions reviewed the teacher education program* in the respective institution in terms of relevancy for today's family and school settings in which prospective teachers will teach. Courses have been revised to include methods incorporated into the Families and Futures curriculum philosophy.

- State staff and teacher educators have explored options for an alternative preparation model and methods of vocational certification for a family life education specialist to teach family-related courses in the secondary schools.

- Inservice was provided across the state to implement the curriculum for Families and Futures, during program evaluation visits, consultative visits, work with cooperating teachers, and meetings upon request from several school districts.

- Nearly 350 persons attended the sessions planned by and for home and family life personnel. The theme of the meeting was Vocational Education--Skills for a Lifetime. As a result of this conference, participants will: continue to be change agents; develop additional skills in networking and resource development; and, articulate and implement unique contributions of Home and Family Life Education as a part of education reform.

- The goals were carried out through the general sessions with all vocational educators. The home and family life program specialist presented ideas, in a general session on the question-What is the Outcome?, continuing the challenge to home and family life educators to question and analyze the purpose and focus of their work around essential competencies needed in today's society. In addition, participants were able to select two workshops from among the following: Assessments in Home and Family Life Education; Adolescent Development (Kids Tell It How It Is);Career Paths--Is Home and Family Life Education on Them?; Choice? or Chance?--Access to Family Planning Services; Modified Scheduling and its Impact on Learning; Putting the Nutrition Pyramid into Practice; Tech-Prep, Core Standards and Measures--What Do they Mean for Home and Family Life Education?; and Middle Level Pregnant and Parenting Students--Who Should be Doing What?

- Fifteen teachers presented teaching ideas and resources in a session entitled Teaching Ideas and Resources that Work.

- The Steering Committee of the Teacher's Coordinating Council presented the 1993-94 Program of Work around the International Year of the Family. Each participant received three posters depicting the theme and tying home and family life education to the overall goal of the 1992 Basic Education Act--providing opportunities for students to become responsible citizens, contribute to their own economic well-being and to that of their families and communities, and enjoy

productive and satisfying lives.

- A leadership breakfast was attended by 150 of the delegates. The topic of the presenter was--Sustaining Diversity in a Collaborative Environment. The primary focus was to develop awareness and strategies for making leadership activities inclusive for all students.

- A pre-conference seminar was sponsored for 50 participants on using technology in home and family life education. A home and family life classroom teacher assumed the leadership in presenting this hands-on seminar. Participants had the opportunity to use various software programs as well as hear about and experience additional technology.

- Evaluations of the meeting were very positive. Suggestions for future conferences will be reviewed by the planning committee for the 1994 summer conference.

- A conference for 83 middle school home and family life teachers was held in March. The theme of the meeting was The Middle School Culture and the Adolescent. The keynoter and workshop leader, Marc Ecker, a board member of the National Middle School Association, spoke on the topic Culture--What is it and What Does it Mean to Early Adolescents?. Workshop topics included: Making the Nutrition- Cognition Link; Take Aim--A Nutrition Game; Choices and Changes: A Curriculum for At-Risk Youth; Building a Classroom Economy; Stress during Adolescence; Credit Education; Enrich Home Economics: The Most Fun--They'll Ever Get; The Multi-Culture Classroom; Positive Discipline--Ways to Create School Quality; and Team Building for Success.

- Two inservice sessions were held for 170 teachers of home and family life education programs in the technical and community colleges. One of the sessions was held at Edmonds Community College; the other was held in Moses Lake at Big Bend Community College. Topics included: Maximizing Parent-child Interaction Time: Planning for All Types; Out of Power Struggles; Culturally Relevant Parent Education; Family Support: An Opportunity for Parent Educators; How to Work with Children to Enhance their Emotional and Mental Development; Relationship Attachment; Stress Management; Making Books with Young Children; and Growing Up Again. Evaluations from both sessions were positive.

- Two four-hour curriculum workshops were conducted in Colville and Pullman in the late spring. A selected group of teachers were used to help develop a continuing education plan for implementation of the Families and Futures curriculum guide. Areas of emphasis included the following: assessing student needs, incorporating leadership skills, utilizing cooperative learning techniques, and identifying personality/ learning styles. Teachers developed a plan for ways to incorporate these concepts into their individual programs for the coming year.

3. Curriculum Development

Developed, published, and/or disseminated various curriculum materials:

- 1993-94 Program of Work Focus Poster, The International Year of the Family, was used at summer conference and as base for area meetings (distributed to local vocational directors).

- Work continued on the process of identifying competencies for beginning teachers and practicing professionals. Five major competencies with indicators, consistent with the state curriculum guidelines were identified and validated by the state staff and members of the teachers' coordinating council. The document was revised and prepared for field testing. A list of teachers and administrators were randomly selected for a validation survey to be conducted during the annual summer vocational education conference.

- A revised Regional Management Manual for STAR Events was completed and used by the various regions in implementation of spring STAR events.

- Examination of work-family curriculum guides, textbooks, literature, and course outlines led to the development of an outline of essential learnings in which to build competencies for work and family. These competencies will eventually become a part of the Student Learning Plan being developed. The plan is to include work/family competencies as an integral part of each students' plan. Work will continue on this project during the 94-95 year.

- Staff at WSU began the development of a study, using qualitative and quantitative methods to describe Washington families, which would assist state home and family life education consultants, along with home and family life teachers throughout the state in the development of competencies which build toward achievement of the outcomes for effective family, community, and work roles. Using the Student Learning Plan, goals for education for the state of Washington and the home and family life curriculum guide, the study purpose and objectives were established. Basic questions to guide the development of a questionnaire and person interview have been established. Demographic information about the state of Washington, a survey instrument, plans for the identification of families, and training of interviewers was begun. Work will continue during the 1994-95 school year.

4. Student Leadership/Future Homemakers of America

The student-developed 1993-94 Program of Work theme, Impact the World: YOU Make it Happen was carried out through emphasis on a statewide project, Impact the World and the Breakfast Club; and National Projects--STAR Events, Power of One, Financial Fitness, Community Service, Champions and the Student Body. The 10 state officers and 20 regional officers gave focus to these projects at ten regional meetings through their annual newsletter, and at their annual state meeting. There were 132 chapters with a total membership of 3,051. One hundred twenty-seven

people, including students, local advisers and state staff, attended the national meeting in Anaheim, CA, July 1993. Thirty-eight members participated in STAR events. Forty-two students were recognized for having completed five Power of One modules.

Teachers reported over 6,300 students were involved in Power of One modules as a means of extending class learning. Fifty-eight students completed five Power of One Modules and were recognized during the state meeting.

Twenty-two hundred students participated in STAR events at the local level. Over 600 students were involved in STAR events at the regional level and 302 participated at the State meeting. An additional 84 students and adults served as evaluators for the events at the state level.

Thirty-eight students had the opportunity to represent the state as STAR Events participants at the National Leadership Meeting in the summer of 1994.

One adviser was recognized as having thirty years of service as an adviser during the 1994 State Meeting.

The 1993-94 Member Yearbook was disseminated to all home and family life departments in the fall of 1993. Each member received the program guide to FHA/HERO.

Implementation of revised by-laws was completed during the year, which increased the number of regions from seven to ten; election of one state officer in each region; and two regional vice-presidents in each region. WSU staff developed a survey to evaluate the new structure. A survey was developed and pilot tested during the Winter Executive Council Meeting, November 1993. Revisions were made with the survey being administered during the closing session of the 1993 State Leadership meeting in the spring. General findings included: in the new structure, students have more leadership opportunities; greater equity between regional and state offices needs to be accomplished; and travel time, region size, and the ease of conducting regional programs have not been adversely affected by the new structure.

F. Exemplary program(s).

The GRADS program continues to be an exemplary program in various school districts in the state.

X. TECH PREP

A. Number of students (secondary and postsecondary) served by TECH PREP as a linkage program.

Washington State is a participant in the national evaluation being conducted by

X. TECH PREP

A. Number of students (secondary and postsecondary) served by TECH PREP as a linkage program.

Washington State is a participant in the national evaluation being conducted by Mathematica Policy Research, Inc. The number of secondary and postsecondary students served during 1993-94 in TECH PREP programs will be identified following receipt of summary reports from Mathematica.

At statewide database is currently being developed by the State Board for Community and Technical Colleges that will provide enrollment data and tracking capability for all secondary and postsecondary TECH PREP students. This system is expected to be completed during the 1994-95 school year.

Only one consortium was able to provide independent TECH PREP enrollment data at this time. Using the state definition of a TECH PREP student, the Seattle Public Schools consortium reported a total of 985 TECH PREP students in grades 9-12.

The number of students served during 1993-94 in courses with applied academic subject matter has increased substantially. It is anticipated that TECH PREP enrollment will reflect a similar increase because of the statewide requirements to include applied academics as part of a comprehensive TECH PREP program.

The secondary education system served 18,549 students and the postsecondary community and technical college system served 4,564 students. Washington State currently has 25 separate TECH PREP consortia that includes 32 community and technical colleges, 171 high school districts, and 287 high schools.

B. Impact of services provided by the state.

Administration of TECH PREP in Washington was delegated by the Workforce Training and Education Coordinating Board (WTECB) to the State Board for Community and Technical Colleges (SBCTC). To assist with the administration of TECH PREP, SBCTC has contracted with the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon to provide evaluation and technical assistance in developing Washington's TECH PREP activities. NWREL has been primarily responsible for assisting the state in providing services to local TECH PREP sites. Categories of activities completed up to June 30, 1994, by the NWREL are summarized below:

1. Training and Materials: NWREL established and continues to maintain a TECH PREP clearinghouse of resources, a library-loan service of TECH PREP and related materials; and provided resource packets for dissemination to participants in various workshops.

2. Local Technical Assistance: NWREL provided assistance to TECH PREP consortia by developing agendas for workshops, making contact with and arranging for presenters, providing handouts and workshop presentations, and disseminating information.

3. Quarterly Newsletter: NWREL produced a quarter newsletter entitled The Networker with information on issues related to TECH PREP and site activities and progress. Twelve thousand copies of each edition were disseminated throughout the states of Washington, Oregon, Idaho, Montana, and Alaska to a broad network of recipients.

4. Statewide Evaluation: NWREL assisted state staff in designing an evaluation process; developing a student application form and student success survey; and developing an on-site monitoring process.

5. Statewide Conference: NWREL coordinated a statewide TECH PREP conference during April 1994. NWREL utilized planning groups to seek keynote speakers and group sessions. NWREL also developed the conference program, provided registration and conference packets, and conducted the evaluation. This conference was attended by 30 exhibitors and 1,200 individuals who had the opportunity to participate in 96 concurrent sessions that were held over a two-day period.

   Participant representation included:

55%	secondary system
17%	community or technical colleges
10%	TECH PREP
7%	other areas
4%	state/federal government
4%	business/industry/labor
3%	higher education

C. Planning of TECH PREP programs between secondary and postsecondary institutions by occupational instructional areas, including apprenticeship.

During 1993-94, Washington State, as it did during 1992-93, described a TECH PREP program as a four-year sequenced secondary and postsecondary competency-based program that leads to an associate degree, two-year certificate, or two-year apprenticeship; provides technical preparation in one or more specific occupational fields (agricultural occupations, business, marketing and management occupations, health occupations, home economics occupations, or industrial occupations); builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and leads to placement in mid-level technological occupations. A number of agreements have been made between high schools and community and technical colleges in different areas. The state of Washington has 25 TECH PREP consortia with coordinators for each. All but one of these consortia are in the process of implementing TECH PREP. The one remaining consortium is in the process of planning for implementation. All 32 of the state's community or technical colleges are participating in TECH PREP. These colleges have signed 617 individual articulation agreements in individual instructional program areas.

The statewide advisory committee was expanded to include representation from local consortia. This committee reviews all TECH PREP activities, RFP development, and proposals for funding. Committee membership is balanced between educational interests, business and labor, apprenticeship, community, and government.

D. Benefits of TECH PREP programs and services in meeting the needs of special populations, including non-traditional/sex equity.

Data reflecting race/ethnicity, gender, and special population for students participating in TECH PREP programs at the secondary level has been provided by Mathematica in their February 1994 report. We anticipate that the report compiled by Mathematica for 1995 will show increased activities and benefits to individuals within these target groups.

All related training and inservice activities provided the most current information on special needs by indicating where resources and materials are located as well as making them available to participants. Attention has been given to providing workshop and conference presenters who reflect gender and ethnic diversity.

A definition of a TECH PREP student previously developed, along with a student application that is being made a part of each TECH PREP student's portfolio, will document student progress and outcomes. Special needs populations are being identified either on the application or accessed through a student database that is being developed. Planning for a computerized system for monitoring TECH PREP students is underway and currently being field tested by five consortia.

E. Impact of TECH PREP professional activities and services on guidance counselors, teachers, and other.

Evaluations from TECH PREP workshops indicate that teachers, counselors, and other individuals are acquiring new ideas in planning and implementing programs.

Counselors participated in the state conference and received information on TECH PREP including a revised resource handbook. In addition to this activity, counselors are including sections on TECH PREP, career paths, and school-to-work activities as a part of their regular conferences and inservice sessions.

F. Preparatory services provided for participants in TECH PREP programs.

Preparatory services at implementation sites vary in terms of project design and level. Primary activities for each implementation site, as services are developed for program participants, include each consortium's planning activities and preparation for development of the new curricula and articulation agreements that support the needs identified by the local business, labor, education, government, and community.

Planning and implementation sites are working towards strong programs in applied academics. Many programs were previously funded by The Boeing Company. Boeing took part in unprecedented partnerships with schools by offering over $4 million since 1990 in grants to over 50 Washington high schools and several community and technical colleges to develop and implement applied academics programs. To help teachers of applied academics obtain first-hand experiences in industry, Boeing

selected ten teachers each summer for internships. Boeing also provided 75 paid internships for students from 25 different high schools in the Puget Sound area during 1993-94.

Efforts are made to ensure that TECH PREP students have access to a variety of support services including career counseling, tutoring, child care, transportation, vocational English/ESL, and job counseling.

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

A. Number of students in secondary/postsecondary, and adults that were enrolled in vocational-technical education programs with the application of academics in 1993-1994, including special populations students.

Total secondary enrollment in applied academics was 18,549 and total postsecondary enrollment was 4,564.

Secondary enrollment by program area included:

1. 4,853 students in Principals of Technology
2. 475 students enrolled in Materials Science
3. 5,047 students in Applied Mathematics
4. 6,050 students in Applied Communications
5. 1,246 students in Applied Biology/Chemistry
6. 878 students in Applied Economics

Postsecondary enrollment by program area included:

1. 459 students in Principals of Technology
2. 80 students enrolled in Materials Science
3. 1,370 students in Applied Mathematics
4. 1,527 students in Applied Communications
5. 1,128 students in Applied Biology/Chemistry

Applied academics have been a part of the curriculum in many vocational-technical programs for the past five years. Principles of Technology is a course designed to prepare students more effectively for technical careers. The complexity and rapid change of modern technology require training that is applicable to more than a single job or occupation. Technicians must understand the mechanical, fluid, electrical, and thermal principles on which modern equipment operates. Principles of Technology

is viewed as a foundation course that all students in any vocational program should take.

Materials Technology like Principles of Technology provides students a foundation understanding of chemistry, physics, and engineering. It combines hands-on experimenting, creating, and building in a classroom and laboratory setting. Students study the properties and nature of metals, ceramics, glasses, polymers, and composite materials. Students gain an understanding of the crystalline structure along with the thermal and electrical properties of materials.

The Boeing Company has participated in a partnership with secondary and postsecondary schools since 1990. During the past two years, Boeing has invested approximately $1 million in Washington high schools. During 1993-94 Boeing made a significant financial contribution to implement applied academics in community colleges in four regions of the state to link-up with the high school programs. These regions were Yakima, Seattle, Everett, and Edmonds. Enrollment data for postsecondary students are included in the TECH PREP information in Section X.

B. Activities conducted by the state in developing and implementing applied academics into vocational-technical education:

A summer inservice program was offered for instructors who were interested in teaching either Principles of Technology or Materials Technology. Thirty-five instructors spent two weeks learning how to teach Principles of Technology. Fifteen instructors spent two weeks learning the nuances of the Material Science Technology curriculum. A one-day reunion for all of the instructors that completed the summer Principles of Technology training was offered the following spring.

Applied Biology and Chemistry continues as a pilot in the state. Review and assessment of the pilots continue to take place. More programs and sites are expected, some will be strictly academic.

Applied Math continues to offer three inservice workshops a year, as well as a 40-hour summer session to inservice new teachers. In the summer of 1994, this workshop had over 130 new and returning teachers attending. Other workshop sessions are offered during regularly scheduled meetings of vocational personnel. A state Applied Math Steering Committee assists in guiding the program. Also, a state clearinghouse for Applied Math Lab development has been formed. Both of these efforts are in conjunction with the increase in the regular certified math teachers becoming involved in Applied Math.

The Northwest Regional Educational Laboratory has provided inservice training through their Work Now and in the Future Conference, a quarterly newsletter, and through evaluation strategies for applied academics.

In postsecondary education programs, increased emphasis has been placed on the use of interpersonal and critical thinking skills, including problem solving, reasoning, and decision-making in all program areas. Applied academics has focused mainly on Applied Physics (Principles of Technology) with some activity occurring in Applied Math and Applied English so that students will be better prepared to enter technical education fields of training. Also see TECH PREP information in Section X.

In a more general sense, community and technical colleges have all been examining all of their vocational programs to identify competencies and proficiencies in four areas: (1) communications, (2) computation, (3) human relations, and (4) occupational specific skills. These academic and vocational skills must be integrated into the program through either a separate course model or a self-contained classroom model. Standard 2 of the Core Standards and Measures requires that every college have this completed by 1995. Monitoring of progress toward this standard indicates that all of the campuses are actively pursuing this objective.

C. Services LEAs are implementing to provide assistance to special population students with applied academics in vocational-technical education.

Secondary students who are below grade level in particular academic areas (i.e., math, science, and communication) are counseled into applied program offerings. If students continue to fall below standards, additional assistance is provided through tutorial and other supplementary services.

The Boeing project is an articulated project that focuses on secondary programs first and is now being implemented at the postsecondary level. Also see TECH PREP information in Section X.

D. Impact of team teaching, developing curriculum, performance standards and measures, and other integrating activities on programs, teachers, and students.

Team teaching is taking place in some of the secondary applied academic areas. Much of this is dependent upon availability of the instructors from year-to-year and how the LEA wishes to staff these programs. An academic and a vocational teacher are team-teaching in both principles of technology and materials technology.

The state has offered several workshops on the Core Standards and Measures, the latest being on October 27 in Seattle at the fall statewide vocational directors' inservice. In order to provide districts an evaluation instrument that would provide for quality program improvement, a state developed evaluation instrument was developed using the Core Standards and Measures. Upon completion of this instrument the instructor will know the measures that a program needs to target for there program improvement process. The district will then indicate the measures that have been targeted for improvement along with an action plan as part of the district wide plan that is sent to OSPI.

E. Exemplary program(s).

Exemplary secondary programs include:

Applied Mathematics: Peninsula School District, Spokane School District, Lake Washington School District, North Thurston School District

Applied Communications: Tacoma School District, Edmonds School District

Principles of Technology: Battle Ground School District, Clover Park School District, Puyallup School District

Integration: Central Valley School District, Bethel School District, Camas School District

Exemplary postsecondary programs:

Applied Math: South Seattle Community College, North Seattle Community College, Seattle Central Community College, and Skagit Valley College

Communications: Clark College, Seattle Central Community College, North Seattle Community College, Skagit Valley College

Principles of Technology: Clark College, North Seattle Community College, South Seattle Community College, Seattle Central Community College, Skagit Valley College

Applied Biology/Chemistry: Clark College, North Seattle Community College, Skagit Valley College

Economics: Clark College, North Seattle Community College, South Seattle Community College, Seattle Central Community College, Skagit Valley College

Material Science: Clark College, North Seattle Community College, South Seattle Community College, Seattle Central Community College, Skagit Valley College

XII. CAREER GUIDANCE AND COUNSELING

A. Impact of career guidance and counseling.

Based on the comprehensive vocational-technical program that the state of Washington has for K-12 education, there has been an increased emphasis relating to career guidance and counseling. Through the priorities established for special populations in the Carl Perkins legislation, districts have responded and find that over $5.5. million are being expended for guidance and counseling activities in local school districts. Approximately $1.5 million of these dollars are federal with the remaining being state and local contributions. This last year through the district-wide plans we noticed increased activities pertaining to guidance and counseling. The state of Washington sponsored two statewide task force meetings to help establish priorities for guidance and counseling for districts to have for input into their district-wide plans. The state also sponsored a statewide spring inservice plus a summer conference inservice for guidance and counseling personnel. Over 300 persons were inserviced at the spring and summer conferences pertaining to guidance and counseling. Another major player that assists with guidance and counseling in our state is the Washington Occupational Information System (WOIS). We know that a high percentage of our districts have the resources to purchase this service for students in local school districts which assist in providing current career information for the students.

Staff from SBCTC, OSPI, WTECB, and staff from other agencies and school districts and from the community and technical colleges participate in the Statewide Guidance Task Force which provides recommendations for the development of activities and services for professional development, Career Information Delivery System (CIDS), program evaluation, program effectiveness, and TECH PREP programs.

Two task force meetings were held with membership representative of public schools throughout Washington. This task force carried out a program of work which was directed at providing curriculum materials and inservice relating to the National Standards for Career Guidance and Counseling. More than 300 people participated in these inservice programs.

SBCTC oversees an annual program evaluation process for each of the thirty-two community and technical colleges which includes guidance and counseling services. Guidance programs are reviewed for effectiveness so that colleges can make improvements in their guidance services to students.

SBCTC staff co-sponsors career development workshops conducted by the Washington Occupation Information System (WOIS) and by the State Occupational Information Coordinating Committee. Most of the community and technical colleges use the WOIS Career Information System, or the Guidance Information System for their computerized career information resources.

SBCTC staff members also serve as planners, facilitators, and presenters in the Summer Vocational Conference sponsored by the Washington Vocational Association and the Office of the Superintendent of Public Instruction and by SBCTC. Assessment, diversity, and labor market trends are frequent topics. Likewise, SBCTC participated in planning TECH PREP and guidance functions at the Washington Association of Occupational Educators (WAOE) Conference sponsored by SBCTC.

B. Exemplary program(s).

Exemplary secondary programs include: Bethel School District, Central Valley School District, Puyallup School District.

Exemplary postsecondary programs include: Walla Walla Community College, Bates Technical College, Renton Technical College, Spokane Falls Community College, and Pierce College.

SECONDARY ENROLLMENT			Period report covers: 1993-94										
State: Washington			Name: Nancy Johnson			Phone: 206-753-5670							
	UNDUPLICATED ONLY				UNDUPLICATED AND DUPLICATED (DUPLICATED IN SHADED COLUMNS)								
OCC PROGRAM AREA	TOTAL ENR	MALE	FEMALE	REG VO-T-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPW	SEX EQ NON-TRA	ADULT	CMPLTR	
AGRICULTURE	22631	14313	8318	13488	6524	488	2131			517		2022	
MARKETING	13333	6274	7059	10327	2461	128	417		18	93		2945	
TECHNICAL	na	na	na	na	na	na	na		na	na	na	na	
CONS/HOME ED.	66401	25939	40462	44519	17056	1109	3717		5016	4322		na	
OCC. HOME EC.	990	307	683	647	231	24	88		17	61		386	
TRADE/INDUST	23574	17142	6432	14027	6995	529	2023		19	1340		3956	
HEALTH	1946	602	1344	1347	454	40	105		29	19		707	
BUSINESS	91992	42322	49670	68061	18507	2087	3337		92	375		6564	
TECH ED/ARTS	31368	24814	6554	20669	7943	594	2162			2954		NA	
DIV. OCCUP.	8086	4073	4013	3693	3613	100	680		135			1192	
SUB TOTAL	260321	135786	124535	176778	63784	5099	14660	0	5325	9881	0	17772	
OFFENDERS	313	275	38					313					
TOTAL	260634	136061	124573	176778	63784	5099	14660	313	5325	9881	0	17772	

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SECONDARY ENROLLMENT			Period report covers: 1993-94									
State: Washington			Name: Nancy Johnson			Phone: 206-753-5670						
	UNDUPLICATED ONLY				UNDUPLICATED AND DUPLICATED (DUPLICATED IN SHADED COLUMNS)							
OCC						LINKAGE				PLACEMENT		
PROGRAM	TOTAL			TECH			WORK	CONT	EMPLOY				CURRENT
AREA	ENR	MALE	FEMALE	PREP	CO-OP	APPR	STUDY	ED	RLTD	OTHER 1	MIL	OTHER 1	TEACHERS
AGRICULTURE				na	74	na	na	596	281	293	101	343	254
MARKETING				na	3042	na	na	959	678	255	97	652	157
TECHNICAL				na	na	na	na	na	na	na	na	na	na
CONS/HOME ED.				na	na	na	na	na	na	na	na	na	535
OCC. HOME EC.				na	124	na	na	63	56	54	8	82	31
TRADE/INDUST				na	450	na	na	1038	671	702	164	774	521
HEALTH				na	15	na	na	216	159	74	10	115	63
BUSINESS				na	689	na	na	2595	709	678	153	1256	744
TECH ED/ARTS				na	na	na	na	na	na	na	na	na	386
DIV. OCCUP.					4550	Completers reported in program area where employed.							174
SUB TOTAL				0	8944	0	0	5467	2554	2056	533	3222	2865
OFFENDERS													
TOTAL				0	8944	0	0	5467	2554	2056	533	3222	2865

SP/DH/FED GT	1740	183	1557
EQUITY FED GT	19463	7541	11922
NON-TRAD	9881	5083	4798

1 unknown, unemployed, or not available for employment

POSTSECONDARY ENROLLMENT			Period Report Covers: 1993-94										
State: Washington			Name: Roy Schmidt				Phone: 20	206-753-3650					
	UNDUPLICATED				ALL NUMBERS ARE UNDUPLICATED								
OCC PROGRAM AREA	TOTAL ENR 1	MALE	FEMALE	REG VO-T-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPW 2	SEX EQ NON-TRA	ADULT	CMPLTR 3	
AGRICULTURE	2279	1351	904	1556	590	48	85	0	117	100	2277	182	
MARKETING	9835	4239	4904	8602	781	155	297	0	292	116	9812	626	
TECHNICAL	31785	15627	14911	22612	6851	837	1485	0	1764	1733	31757	2156	
CONS/HOME ED.	23451	3562	18468	22557	786	108	0	0	941	0	23450	0	
TRADE/INDUST	23384	18858	2523	18104	3828	592	860	0	711	1300	22283	2109	
HEALTH	21644	6025	15156	15720	4916	355	653	0	1689	1339	21628	3284	
BUSINESS	8906	1070	7619	4839	3169	488	410	0	1124	426	8896	964	
SERVICE OCCS.	14539	5584	8765	9515	3808	582	634	0	905	524	14511	1366	
MID-MNGMNT.	9369	3858	4687	7900	1143	141	185	0	329	1	9368	191	
TOTAL	145192	60174	77937	111405	25872	3306	4609	0	7872	5539	143982	10878	

1 Total male and female may not equal total enrollment due to students not reporting gender.

2 Single parent information only.

3 Completion data is for 1991-92.

POSTSECONDARY ENROLLMENT			Period report covers: 1993-94										
State: Washington			Name: Roy Schmidt				Phone: 206-753-3650						
	UNDUPLICATED				ALL NUMBERS ARE UNDUPLICATED								
OCC						LINKAGE				PLACEMENT			CURRENT
PROGRAM	TOTAL			TECH			WORK	CONT	EMPLOY				TEACHERS
AREA	ENR 1	MALE	FEMALE	PREP	CO-OP	APPR	STUDY	ED	RLTD	OTHER	MIL	OTHER	
AGRICULTURE				na	na	na	13	20	66	58	0	38	199
MARKETING				na	na	8	9	46	511	na	0	69	275
TECHNICAL				na	na	241	141	133	1360	429	0	234	1851
CONS/HOME ED.				na	na	1	7	na	na	na	0	na	na
TRADE/INDUST				na	na	6599	80	126	1345	357	0	281	1499
HEALTH				na	na	96	95	117	2665	264	0	238	1510
BUSINESS				na	na	6	77	59	625	156	0	124	691
SERVICE OCCS.				na	na	583	73	108	810	300	0	148	891
MID-MNGMNT.				na	na	3	20	19	149	na	0	23	225
TOTAL						7537	515	628	7531	1564	0	1155	7141
SP/DH FED GT	4044	103	3941										
EQUITY GT	25534	9585	15949										
NON-TRAD	4058	2548	1510										

1 Total male and female may not equal total enrollment due to students not reporting gender.